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ABSTRACT

Four secondary schools engaged in a program of individualized schooling were selected for this longitudinal study based on theories of decision-making, leadership, and job satisfaction. Researchers examined the relationship between staff job satisfaction on the one hand and the amount of decision-making and the staff's perceptions of principal leadership behavior on the other. Survey instruments, administered to the schools' entire professional staffs, looked at the extent of staff participation in decision-making, staff perceptions of the principal's leadership qualities (in terms of supportiveness, interaction facilitation, goal emphasis, and work facilitation), and nine facets of job satisfaction. The major findings of the study were that both staff involvement in decision-making and staff perceptions of principal leadership were significantly and positively related to job satisfaction. In addition, school staffs did not feel satisfied with their amount of decision-making. They rated principals highest in support behavior and lowest in work facilitation. Future studies might measure decision-making participation more directly or emphasize different aspects of leadership behavior or job satisfaction. An appendix includes questionnaires, forms, and survey results. (Author/JM)

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Technical Report No. 571

THE RELATIONSHIP OF DECISION INVOLVEMENT AND PRINCIPALS' LEADERSHIP TO TEACHER JOB SATISFACTION IN SELECTED SECONDARY SCHOOLS

by

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Report from the Project on
Studies of Administration and Organization for Instruction

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Abstract

The purposes of this study were to ascertain the relationships of extent of staff participation in educational decision making and staff perceptions of the principal's leadership to staff job satisfaction in four selected secondary schools engaged in a cooperative program with the Wisconsin Research and Development Center to provide programs of individualized schooling. The conceptual foundations of the study were based on theories of decision making, leadership and job satisfaction.

The study utilized a survey instrument administered on site in the fall of 1979 and again in the fall of 1980. Data were gathered on the decision condition of staff, measured as the difference between the actual and desired extent of participation in decision making; staff perceptions of the principal's leadership, measured in terms of supportiveness, interaction facilitation, goal emphasis and work facilitation behavior; and staff job satisfaction, measured as the sum of the following job facets: administration/supervision, co-workers, career future, school identification, financial aspects, work conditions, amount of work, student-teacher relations and community relations.

The following null hypotheses were subjected to empirical test:

1. The job satisfaction of secondary staff will not differ according to decision condition.

2. The job satisfaction of secondary staff will not differ according to staff perceptions of the leadership behavior of the principal.

The study sample consisted of all professional staff members in the four selected schools--two middle schools and two senior high schools.

Each school had established administrative and organizational arrangements to maximize staff participation in decision making at managerial (schoolwide) and technical (teaching-learning) levels.

The analytic procedures utilized included descriptive analyses, tests of reliability, correlational analysis, one-way and factorial analysis of variance and multiple linear regression. The probability level for all tests of significance was set at .05.

The major findings of the study were as follows:

1. Regarding involvement in decision making, school staffs were generally in a state of decision deprivation. They felt more deprived of making managerial or schoolwide decisions than they did in making technical or classroom type decisions.

2. Regarding staff perceptions of the principals' leadership, they rated principals highest in support behavior and lowest in work facilitation.

3. Regarding staff job satisfaction, they were most satisfied with relations with pupils, co-workers and the administration and least satisfied with financial aspects and community relations.

4. Staff involvement in decision making was significantly and positively related to staff job satisfaction.

5. Staff perceptions of the leadership behavior of the principal were significantly and positively related to staff job satisfaction.

6. The combination of staff perceptions of the principals' leadership and specific school was the best predictor of staff job satisfaction.

Implications for further research suggested that the decision condition of staff be measured directly, rather than derived; that the

assessment of leadership behavior concentrate on work facilitation and support behavior and that the measure of job satisfaction concentrate on managerial and technical job aspects that are most directly under the control of the principal and staff. Implications for practice were that schools should explore and examine the effectiveness of their structures and processes for participative decision making, since the staffs felt generally involved at a low level; that principals should give increased emphasis to their work facilitation behavior; that additional attention be given to the salary, working conditions, and community recognition of staff and that principals should adapt their leadership behavior to the situational demands of the school.

I

INTRODUCTION

During the 1970's a substantial amount of research was conducted in the research unit on the Administration and Organization for Instruction at the Wisconsin Research and Development Center. Its purpose was to identify the interrelationships of important variables in the organization and operation of elementary schools that facilitate educational programming for the individual student. Participation in the decision-making process, the leadership of the principal and the job satisfaction of staff emerged as potentially powerful variables that would be further investigated as the scope of the studies was expanded in 1977 to include middle, junior and senior high schools engaged in individualized schooling.

From studies of elementary schools, the following major conclusions were drawn:

1. The philosophy, administration and organization of the school affect the decision-making process (Feldman, 1977; Holmquist, 1976; Wright, 1976). Hence, schools should be structured to provide opportunities for those affected by a decision to participate in making it.

2. There is an increased desire on the part of school staff members to become involved in the decision-making process on managerial as well as technical issues (Kawleski, 1977; Moyle, 1977; Nerlinger, 1975). Hence, the appropriate levels of staff involvement in decision making should be determined.

3. The appropriate involvement of the staff in decision making is significantly and positively related to job satisfaction (Feldman, 1977; Mendenhall, 1977; Wright, 1976).

4. The quality of the principal's leadership behavior (Gramenz, 1974; Mendenhall, 1977; Smith, 1972) is significantly and positively related to staff job satisfaction.

The present study was designed to test empirically certain of the foregoing conclusions by examining relationships of staff involvement in decision making and staff perceptions of the principal's leadership to staff job satisfaction in selected secondary schools.

In this chapter the theoretical bases and the rationale for selecting the independent and dependent variables are presented. Relevant theories are summarized and, on the basis of theory and research, the major study hypotheses are derived. The chapter concludes with a brief overview of the study report.

Background of the Study

The theoretical bases for this study include decision making, leadership theory and job satisfaction.

Decision Making

The decision-making process is a complex phenomenon that has been analyzed extensively from both organizational and individual perspectives. March and Simon (1970) analyzed decision making from a rational organizational perspective. Rational decision making, according to their premise, involves making optimal choices in a clearly defined environment. The rational

decision-making process allows for decision makers to know the whole set of alternatives from which they will choose their action, to understand the consequences that will follow the selection of each alternative, rank order the sets of consequences from the most preferred to the least preferred and select the alternative leading to the preferred set of consequences. This rational process includes alternatives as "givens", but does not explain how these alternatives are obtained.

Lipham (1974) developed a rational model of decision making which addressed the need for formulating alternatives within the decision-making process as it occurs in schools. This model allows the decision maker to enter at various points and provides opportunities for the appropriate involvement of others in the decision-making process. It was based on the premise that decision making is a process which is influenced by information and values; a problem is identified, alternative solutions are formulated and weighed and a choice is made that is subsequently implemented and evaluated. As shown in Figure 1.1, three basic dimensions of the decision-making process include decision content, decision stages and decision involvement. Decision content refers to "what" a decision deals with and relates to the following functional areas of the school: curriculum and instruction, staff, students, finance and business management, school plant services and home-school-community relations. Decisions, depending on their complexity, may deal with one or more of the content areas.

Regardless of content, attention also must be given to the dimension of decision stages, or "how" a decision is made. As shown in Figure 1.1, the major stages of decision making include identifying the problem, defining the problem, determining alternatives, making the decision choice, implementing the decision and evaluating the effectiveness of the decision.

The third dimension, directly related to this investigation, is decision involvement. Decision involvement concerns not only who is involved but also the level of their participation in the decision-making process. As shown in Figure 1.1, the intraorganizational individuals and groups that can be involved include the board of education, the school superintendent, central office personnel, principals, teachers and students. This study focused on the involvement of teachers and other certificated staff members in making decisions in selected secondary schools.

Level of involvement is assessed by determining how often an individual or group actually participates in decision making. One also must consider the extent to which an individual or group desires to participate in decision making. Alutto and Belasco (1972) stated that decision involvement should be assessed in terms of the discrepancy between the actual and desired levels of involvement. This discrepancy can result in three conditions: (a) decision deprivation--in which people are involved in fewer decisions than desired, (b) decision equilibrium--in which people are involved in as many decisions as they desire and (c) decision saturation--in which people are involved in a greater number of decisions than desired. They examined the relationship between the condition of decision involvement experienced by staff and their level of job satisfaction, defined as a willingness to remain within a school despite inducements to leave, and found that desire to participate was related to teacher job satisfaction.

Mohrman, Cooke and Mohrman (1978) examined involvement in decision making in relation to Parsons' (1951) technical and managerial decision

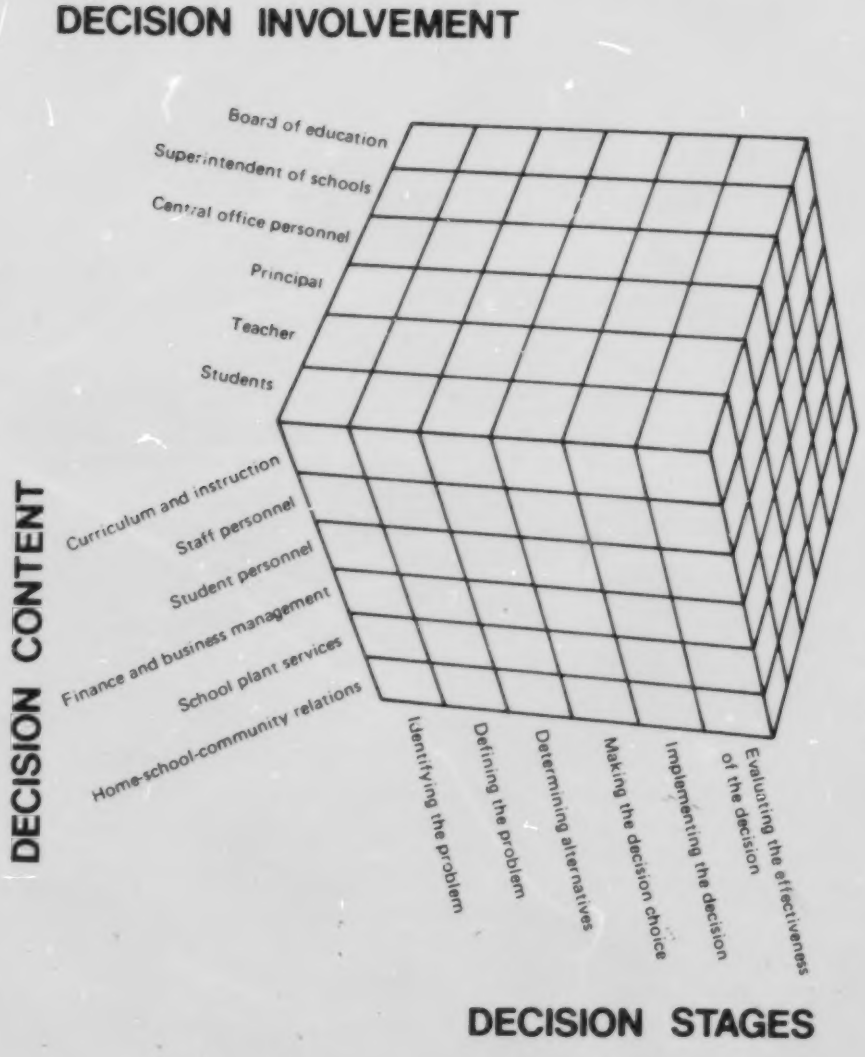

Figure 1.1. Basic Dimensions of the Decision-Making Process.

Adapted from: Lipham, J. M., Improving the decision-making skills of the principal. In J. A. Culbertson, C. Henson, & R. Morrison (Eds.), Performance objectives for school principals. Berkeley, California: McCutchan, 1974, p. 106.

content issues. Their findings supported Alutto and Belasco's assertion that the desire by subordinates to participate in decision making is not evenly distributed throughout the organization. Furthermore, they concluded that teachers desire greater involvement in technical issues than they do in managerial issues.

Numerous other investigators (Bridges, 1967; Davis, 1978; Feldman, 1977; Mendenhall, 1977; Speed, 1979) have shown that a relationship exists between level of involvement in decision making and staff job satisfaction in a variety of educational organizations. Hence, a major purpose of this study was to examine the relationship of decision involvement to staff satisfaction in selected secondary schools that had developed organizational structures for staff participation in decision making. In examining this relationship, one must also consider the leadership behavior of the principal as an important moderating variable.

Leadership Theory

Leadership has been examined from a variety of perspectives, including psychological, situational and, more recently, behavioral approaches (Lipham, 1973). Within the behavioral approach, leadership has been variously described in terms of the following factors: autocratic, democratic and laissez-faire (White & Lippitt, 1960); initiating structure and consideration (Halpin & Winer, 1957); nomothetic, idiographic and transactional (Getzels & Guba, 1957) and support, interaction facilitation, goal emphasis and work facilitation (Bowers & Seashore, 1966).

The four-factor measure of leadership by Bowers and Seashore (1966) was utilized in the present study. These factors were defined as follows:

1. Support--behavior that enhances someone else's feelings of personal worth and importance.

2. Interaction Facilitation--behavior that encourages members of the group to develop close, mutually satisfying relationships.

3. Goal Emphasis--behavior that stimulates an enthusiasm for meeting the group's goals or achieving excellent performance.

4. Work Facilitation--behavior that helps achieve goal attainment by such activities as scheduling, coordinating, planning and providing resources, such as tools, materials and technical knowledge.

Many researchers (Gramenz, 1974; House, 1971; Likert, 1961; Mendenhall, 1977; Smith, 1972) have documented the relationship between the behavior of an organization's leader and the job satisfaction of subordinates. Hence, in this study the leadership of the principal was examined in relation to the job satisfaction of staff members in the selected secondary schools.

Job Satisfaction

The theoretical foundation for the assessment of job satisfaction is social systems theory which defines satisfaction as the degree of congruence between the role-expectations of the organization and the need-dispositions of the individual in the organization (Getzels & Guba, 1957). Since the school is a dynamic social system (Getzels, Lipham, & Campbell, 1968), staff satisfaction was used as the major dependent variable in this study.

As is the case with decision making and leadership, so also has job satisfaction been defined and measured in a variety of ways. The

interest of many researchers in job satisfaction results from its presumed relationship to prized organizational outcomes, including job performance (Patchen, 1970). This presumption is quite evident in research concerning participation in the decision-making process as a strategy to improve job satisfaction and thus to increase productivity (Powell & Schlacter, 1971). Whereas many researchers make the implicit assumption that job satisfaction and performance are related, others make similar claims explicitly. Katzell et al. (1975) cited a number of studies that reported significant relationships between participation in decision making and job satisfaction.

Vroom (1964) hypothesized that job satisfaction and job performance are caused by quite different things: He developed the theory that good performance leads to the attainment of rewards and that the attainment of rewards, particularly intrinsic ones, results in an increased level of satisfaction. When satisfaction is viewed in this way, the reasons for considering it to be important are quite different from those that are proposed when satisfaction is considered to cause good performance. Vroom (1964, p. 99) defined satisfaction as positive attitudes toward the many facets of one's job.

Overwhelming evidence suggests that overall job satisfaction can be measured by the sum of the satisfactions one derives from particular aspects of the job. The best known measure of job satisfaction utilizing the job facet approach is the Index of Organizational Reactions (Dunham, Smith & Blackburn, 1977) which Mendenhall (1977) used to construct the Job Satisfaction Survey to measure the job satisfaction of teachers. Through the use of factor analysis, Speed (1979) revised Mendenhall's Job Satisfaction Survey to include 27 items that assess teacher job satisfaction with the

following nine job facets: administration/supervision, co-workers, career future, school identification, financial aspects, work conditions, amount of work, pupil-teacher relations and community relations. Speed's revision of the Job Satisfaction Survey was utilized in this study to assess the job satisfaction of secondary school staff members.

Statement of Hypotheses

In this study the following null hypotheses were subjected to empirical test:

1. The job satisfaction of secondary school staff will not differ according to decision condition.

2. The job satisfaction of secondary school staff will not differ according to staff perceptions of the leadership behavior of the principal.

Overview of the Study Report

In this chapter the theoretical background, related literature and the major hypotheses of the study were presented. Chapter II includes the design of the study, the selection of schools, a description of each school, the instrumentation, the procedures for data collection, the methods used to analyze the data and the limitations of the study. Chapter III presents the basic data and tests of the study hypotheses. Chapter IV includes a brief summary of the study as well as the major findings, conclusions and implications for further research and practice.

II

DESIGN AND METHODOLOGY

The design of the study, procedures used to select the sample of schools, descriptions of each school, instruments used, procedures for data collection, methods of data analysis and limitations of the study are presented in this chapter.

Design of the Study

This study utilized survey procedures to gather information relevant to staff participation in decision making, staff perceptions of the principal's leadership and staff job satisfaction in four selected secondary schools. The study was part of a broad research involvement planned and conducted by the staff of the Wisconsin Research and Development Center (R & D Center) with the four selected secondary schools. That involvement included close collaboration with curriculum and learning theorists, extended over a two-year period of time, utilized a blend of empirical survey and field methodology techniques and provided the schools with feedback of initial survey results (Lipham, 1980).

A survey instrument was used to provide the necessary information to test the hypotheses posited. The methodology was ex post facto; that is, inferences were drawn concerning relationships that were thought to exist. The survey was directed by hypotheses designed to test relationships of staff involvement in decision making and staff perceptions of the principal's leadership behavior to staff job satisfaction. Although suitable for

mailing, the study instrument was administered by the researchers in the four selected schools to insure response, save time in data collection and allow some control over the conditions in which respondents completed the questionnaire.

This quantitative study was conducted by the three researchers in conjunction with two qualitative studies (Dunstan, 1981; Rankin, 1981) to give a comprehensive view of decision-making processes and leadership behaviors as they might relate to staff job satisfaction in the selected schools.

Selection of Schools

The study sample consisted of all professional staff members in four selected secondary schools--two middle and two senior high schools. All professional staff members, other than the principal, were included. All four schools had been associated with the R & D Center and were working toward implementing the 10 comprehensive and enabling objectives of the Wisconsin Renewal Program for the Improvement of Secondary Education (Klausmeier, Lipham, & Daresh, 1980), as shown in Appendix A. In addition, each school had in place an active schoolwide decision-making body and was organized into groups of teachers and students for instruction and advisement.

The willingness of the four schools to participate in the study was confirmed by the researchers after initial agreement was reached at a conference held at the R & D Center in July, 1979. The two middle and two senior high schools involved in the study were selected with the following considerations in mind:

1. The number of schools should provide a sample of teachers sufficiently large enough to ensure an acceptable quantity of data from which reliable and valid conclusions could be drawn.

2. The schools should be implementing administrative and organizational arrangements that provide for shared decision making at schoolwide and instructional levels.

3. The schools' staffs should be willing to complete the questionnaire on two occasions, separated by a period of 12 months.

Descriptions of the Schools

This section contains descriptions of each school and includes the district and school background data, administrative arrangements and the organization for instruction within each school. Table 2.1 provides background information about the schools and Figures 2.1 through 2.4 provide organizational charts of each school.

School A

School and community background. School A, an urban school enrolls approximately 900 students in grades six, seven and eight. The school was the first in this urban district to exclude grade nine and to introduce grade six into its structure. The school achieved this change so successfully that it became the prototype for middle school development in the district. During the period of transition, the staff was stable and many of the teachers have served for more than ten years.

Administrative arrangements. As shown in Figure 2.1, the principal and two assistant principals comprise the administrative team which meets

Table 2.1

Background Information on Schools in the Sample

	School A	School B	School C	School D
Location	Urban	Suburban	Rural	Suburban
Type of School	Middle H.S.	Middle H.S.	Senior H.S.	Senior H.S.
Enrollment	900	700	750	1,250
Grade Levels	6, 7, 8	6, 7, 8	10, 11, 12	9, 10, 11, 12
Administrative Team	Principal 2 Asst. Prin. Curriculum Coordinator	Principal Dean of Students Instructional Consultant	Principal 2 Assoc. Prin.	Principal 2 Asst. Prin. Local Vocational Education Coordinator (LVEC)
Number of Staff	65	42	44	80
Student Day	8:25 - 2:40	7:45 - 2:45	8:30 - 3:10	7:40 - 2:40
Teacher Day	8:00 - 3:33	7:45 - 3:30	8:00 - 4:00	7:25 - 3:25
Name of School-Wide Decision-Making Body (SWDMB)	Instructional Improvement Committee (IIC)	Faculty Advisory Committee (FAC)	Cabinet	Educational Improvement Committee (EIC)
Meeting Time of SWDMB	Wednesday, 7:45 a.m. weekly	Monday, 3:00 p.m. weekly	Exec. Committee Tuesday 10:00 a.m. weekly	Irregular. Convened when necessary.
Communication of Action of SWDMB	Minutes Verbal Recording tape	Verbal	Minutes Verbal	Minutes
Organization for Instruction	9 Academic units 3 support units	8 Academic units Support team Allied arts team	Broad Fields Subject Departments	Traditional Subject Departments Continuous Progress Alternative Basic Skill Alternative
Other Meetings at Schoolwide Level	Admin. meeting	Admin. meeting	Admin. meeting Curriculum Committee Faculty meeting	

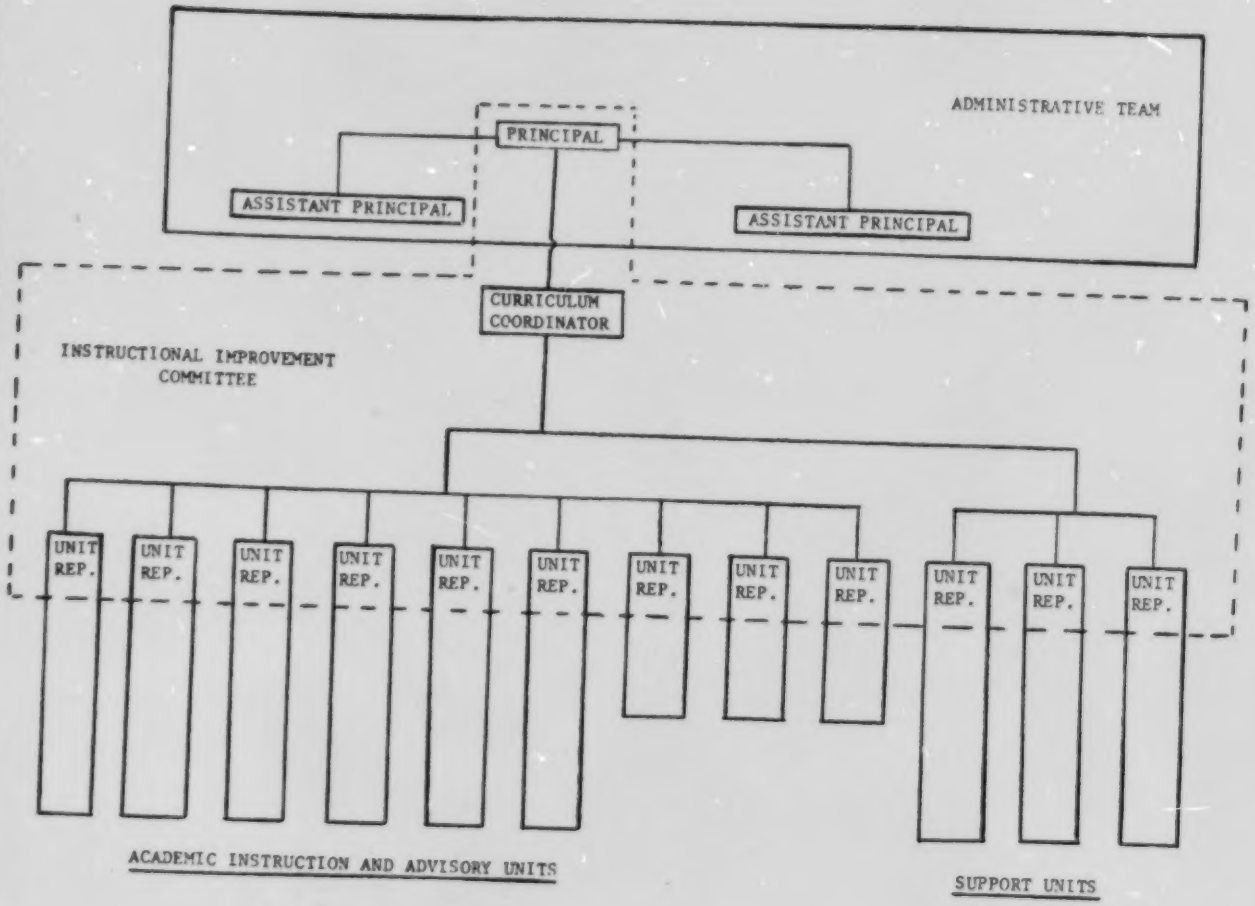

Figure 2.1. Administrative Arrangements at School A.

weekly to consider issues that arise from the schoolwide decision-making body, the Instructional Improvement Committee (IIC) or which are related to their responsibilities for student personnel services, scheduling, data processing or other concerns. The principal, as head of the school, chairs the IIC.

The curriculum coordinator has the responsibility of curriculum planning, implementation and evaluation in the academic and support units. He works closely with teachers and members of the administrative team.

The IIC is the major decision-making body at the schoolwide level. It comprises representatives from each of the academic and support units, the principal, curriculum coordinator, teacher union representative, teacher aide representative and student representative; this body meets weekly to make decisions on schoolwide issues. No decisions are made by the IIC unless an issue has first been referred to the staff for consideration. Full staff participation is invited prior to schoolwide decisions being considered. The agenda of the IIC is open to all staff members who use it as a forum for resolving schoolwide issues.

The administrative arrangements at School A are planned to ensure that administrators, unit representatives, teachers, students and others participate in decision making, and are involved in and informed about schoolwide policies and practices.

Organization for instruction. School A comprises nine academic units, six of which consist of approximately 120 students, four teachers and a teacher aide, and three of which consist of approximately 60 students and two teachers with teacher aide support. Unit teachers are responsible

for instruction in English, reading, mathematics, science and social studies. Whether units are single-graded or multigraded is the cooperative decision of the unit teachers, principal and curriculum coordinator.

In addition to the nine academic units, there are three units consisting of 27 specialist teachers of physical education, industrial arts, home economics, art, music and special education. These teachers consult regularly with academic unit teachers to plan, implement and evaluate student progress in the school's educational program.

School B

School and community background. School B is located in a middle-class suburban community 15 miles north of a large midwestern city. The community has a small business district, but most residents are employed in the neighboring urban center. There are virtually no minorities in the school district.

School B is a middle school that enrolls 680 students in grades six through eight. It is the only middle school in the district, which also includes three elementary schools and a senior high school. When School B opened in 1973 it replaced the junior high school. The new building implemented a philosophy, curriculum and instructional arrangements to help each student develop academically, socially and creatively.

Administrative arrangements. As shown in Figure 2.2, the administrative arrangements at School B include a leadership team and the Faculty Advisory Committee (FAC). The principal coordinates and manages the entire school operation, but he is assisted by a dean of students and an instructional consultant. The dean of students, a guidance counselor,

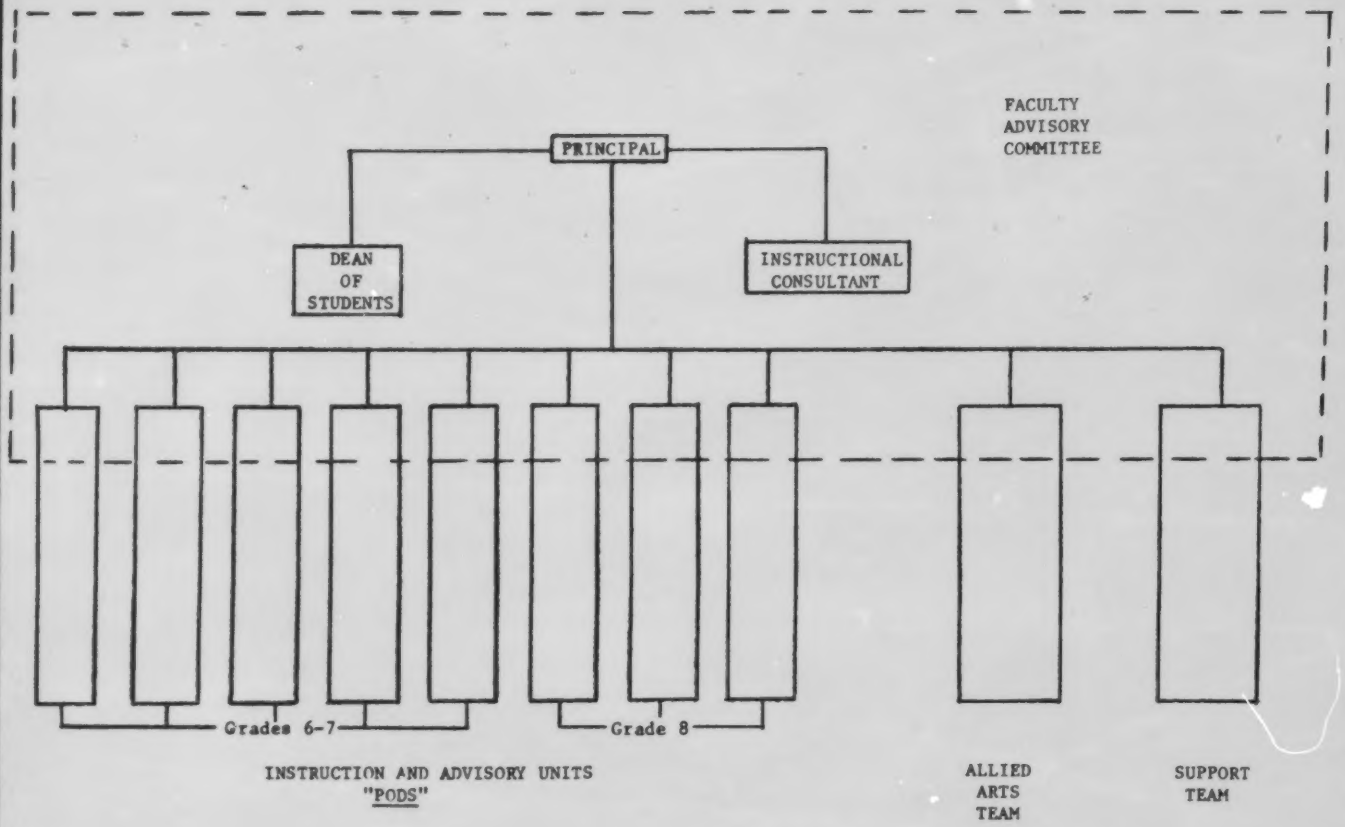

Figure 2.2. Administrative Arrangements at School B.

organizes and coordinates class scheduling, testing, student records, student activities and the counseling program. The instructional consultant coordinates curricular offerings and instructional materials, assists in diagnosing student needs, plans special units of instruction, initiates curricular innovations and assists in evaluating student and program progress.

The FAC comprises one member from each academic team, two members of the allied arts team, the guidance counselors and the three members of the leadership team. It meets weekly to disseminate information and involve the staff in decision making on schoolwide issues.

Organization for instruction. The school includes eight academic units, referred to as "pods." Each pod is composed of 80 to 105 students and a team of three to four teachers. Teachers in each pod teach their specialties of mathematics, science or language arts, but they teach social studies and reading cooperatively.

The primary functions of the teachers in each pod are to plan, teach and evaluate instructional programs appropriate for each student. The staff of each pod decides the use of time, facilities, materials and grouping patterns. Instead of using permanent team leaders, responsibilities are shared for serving as representative to the FAC, team recorder and pod council advisor. Formal weekly meetings are held with the instructional consultant and a guidance counselor to discuss student personnel, instructional and curricular concerns. Minutes of pod meetings are taken by the team recorder and given to the principal. Teachers have a daily, two-hour block of time to plan lessons, conduct meetings, hold parent conferences or conduct other school affairs.

In addition to the academic units, an allied arts team includes 12 teachers in industrial arts, music, art, home economics and physical education. A support team consists of two guidance counselors, a half-time reading consultant, a librarian and three resource teachers of learning disabled and emotionally disturbed students.

School C

School and community background. School C is located in a rural district with the major town having a population of approximately 5,000. The economy consists primarily of agriculture and lumbering. The socio-economic level ranges from low-income farm workers to high-income managers and professionals. The minority population is very small.

School C opened in the fall of 1970, providing one central facility for high school students in the district. This senior high school enrolls 750 students in grades 10 through 12. The staff consists of the principal, two associate principals, three guidance counselors and approximately 45 teachers.

Administrative arrangements. As shown in Figure 2.3, the administrative arrangements at School C include the leadership team, the schoolwide decision-making body (cabinet), the cabinet's executive committee (the coordinators' meeting) and the curriculum committee.

The leadership team consists of the principal and associate principals. The principal is responsible for the overall management and operation of the school. One associate principal is in charge of student activities and discipline; the other oversees building operations and scheduling. The two associate principals divide responsibilities for curriculum supervision.

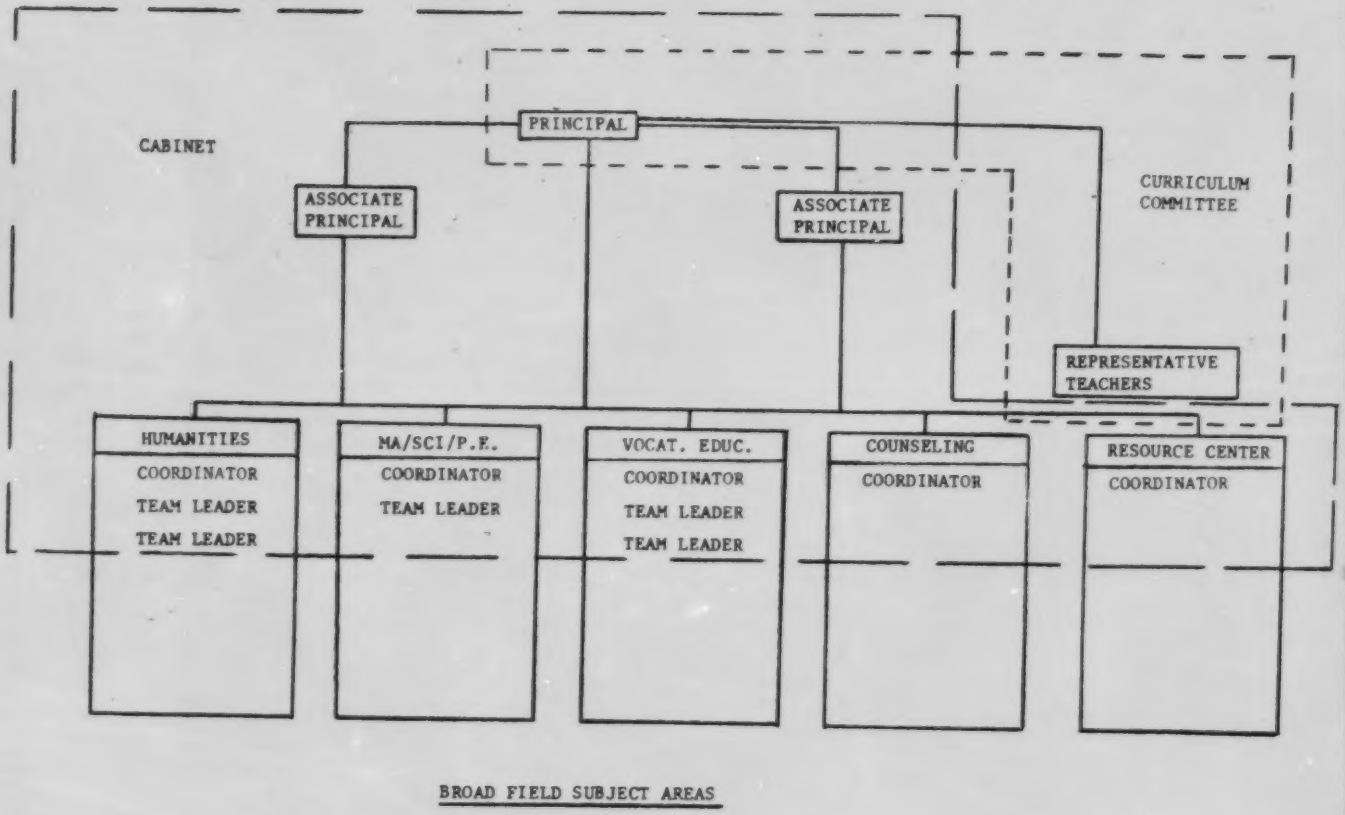

Figure 2.3. Administrative Arrangements at School C.

The schoolwide decision-making body, the cabinet, consists of the principals, area coordinators and team leaders. It has policy-making, coordination and managerial decision-making responsibilities in all functional areas of the school's program. The coordinators' meeting, comprised of the leadership team and area coordinators, takes place weekly to review decisions made by the cabinet, make decisions that do not require full cabinet consideration and set agendas for future meetings of the full cabinet. A major responsibility of this group is to ensure that the school's philoscphy regarding individualized instruction and continuous progress is implemented. The curriculum committee comprises the principal and nine representative teachers from various curricular areas, usually team leaders. The function of this group is to deal with all changes in the curriculum.

Organization for instruction. The staff is organized into five areas: math/science/physical education, humanities, vocational education, counseling and the resource center. Each area is headed by a coordinator. If there are four or more teachers of the same subject, a team leader is appointed. Responsibilities of the area coordinator include assigning teaching duties, coordinating use of instructional space, reviewing and recommending action on proposed new learning units, compiling budget requests, allocating funds for supplies, observing teachers and completing administrative "paper work." Area meetings rarely occur. Team leaders assist coordinators in carrying out such responsibilities as arranging and chairing subject area meetings. Team leaders serve as the link between coordinators and teachers.

Each teacher, in addition, has responsibilities as a guide and has instructional responsibilities for five periods. One period is provided for preparation for teaching or other related activities.

School D

School and community background. School D is a suburban senior high school located 25 miles from a large city in the midwest. The school offers instruction in grades 9 through 12 to approximately 1,250 students, most of whom come from white, middle- to upper-middle class backgrounds. The school district includes three elementary schools, one middle school and the senior high school.

Three programs operate simultaneously in School D; the traditional departmentally organized program, a continuous progress alternative program and an alternative program where emphasis is in a few basic skills.

Administrative arrangements. As shown in Figure 2.4, the principal and two assistant principals comprise the administrative team. Prior to the principal's resignation, regular meetings of the administrative team were not scheduled and required business was transacted informally. Even so, responsibilities were clearly delineated. The principal was responsible for overall coordination of the two alternative programs and the general instructional programs in foreign languages, music, art and guidance. In addition, he was responsible for all schoolwide management and instructional coordination.

One assistant principal was responsible for student personnel services, as well as monitoring instruction in social studies, science and English

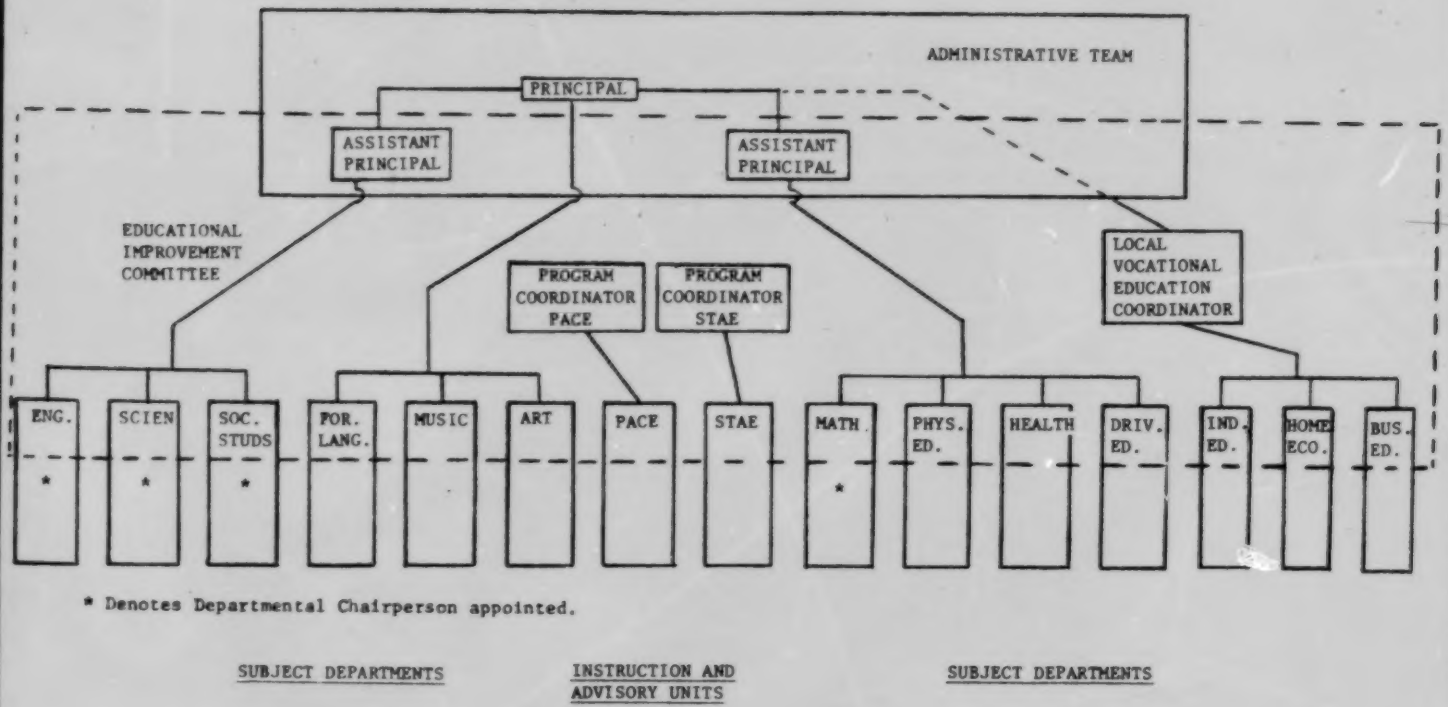

Figure 2.4. Administrative Arrangements at School D.

in the traditional program. The second assistant principal assumed responsibility for overseeing instruction in mathematics, physical education, health and driver education. He also administered school-community relations, staff development and student personnel programs. A full-time Local Vocational Education Coordinator (LVEC), although not a member of the administrative team, accepted responsibility for instruction in industrial arts, home economics and business education.

The administrative team at School D has undergone significant changes during the past two years. Although two assistant principals responsible for the alternative programs transferred from the school, only one replacement was appointed. In addition, the resignation of the school principal was accepted in the spring of 1980 during the course of this study. Thus, the administrative team of four in 1977-78 was reduced to three by 1979-80, and temporarily to two during the final year of this study.

The role of departmental chairperson was reintroduced to the school during the 1979-80 year after an absence of seven years. Chairpersons were selected by the administrative team. Although the chairperson's role was a limited one in 1979-80, firm role specifications were developed for the next school year.

The schoolwide decision-making body at School D is the Educational Improvement Committee (EIC). Its membership comprises the two assistant principals, one teacher from each of the subject departments and one teacher from each of the two alternative programs. In addition, an open invitation is extended to any other staff member to attend. Although scheduled monthly, the EIC met on a very irregular basis during the

1979-80 school year.

School D is the only senior high school in a district where all other schools have developed substantial programs to meet the needs of individual students. The alternative programs, in their third year of operation, were an endeavor to extend the same philosophy into the senior high school. To address emerging issues in this process, a district-wide committee on individualization was established during the 1979-80 school year under the chairmanship of the school district superintendent. Several issues affecting decision making at School D were considered and resolved by that committee--thus, the administrative arrangements at School D were influenced by two transfers and one resignation of members of the administrative team, the re-introduction of the role of departmental chairperson, the continuing expansion of the alternative programs and the establishment of a district-wide committee on individualization.

Organization for instruction. The organization for instruction is based on the three school structures: traditional, continuous progress and basic skills. The traditional program is organized by subject departments. The ninth grade level, however, has three interdisciplinary units for teaching English, mathematics and social studies. The rationale for this "block" program is to provide the students with a transition from middle school to a more structured high school program. Each block has three teachers with academic responsibility for as many as 100 students.

Departmental chairpersons in English, science, social studies and mathematics are selected by the administrators and are continuing appointments. Chairpersons are chosen by the administrative team.

Although the chairperson's role has been limited, firm role specifications were planned to be implemented during the 1980-1981 school year.

The continuous progress program began in 1977-1978 with 100 ninth-grade students working with a team of four teachers and one aide. It was extended to grade 11 with three functioning units, each containing four teachers and approximately 80 students. Each teaching team is responsible for instruction in English, science, social studies and mathematics, and for providing student advisement for 20 to 25 students. Additional subjects are selected by students from the range of elective courses in traditional subject departments. The coordinator of the continuous progress program deals with program-wide concerns, handles conferences with parents of new students, is a member of the district committee on individualization and takes care of other organizational matters.

Four teachers in the basic skills program provide instruction in English, mathematics, social studies, career education, reading and science for groups of approximately 30 students at the ninth grade level. In grades 10 and 11, work experience programs are used and the academic load of the student is lightened. Two teachers handle instruction in reading, English, social studies and science for the 10th and 11th graders. Elective subjects from the traditional program supplement the specialized basic skills teaching for students. The coordinator of the basic skills program, a full-time teacher in the unit, takes care of the administration of the program.

The instructional day for the entire school is organized into seven periods of 50 minutes. Teachers in the traditional program teach six

classes and have two preparations. Block teachers have four periods allotted to divide as they decide to meet their instructional needs. One five-hour block of instructional time is allocated to the ninth-grade continuous progress unit each day. In the basic skills program, each teacher has two classes in the traditional program, a common team preparation period and five periods devoted to instruction and individual teacher planning.

Instrumentation

The instrumentation used in this study consisted of three parts: (a)the Decision Involvement Analysis, (b) the Principal Leadership Assessment and (c) the Job Satisfaction Survey. A complete copy of the instrument utilized is included in Appendix B.

Decision Involvement Analysis

Part I, the Decision Involvement Analysis, consisted of two questions designed to ascertain respondents' actual and desired extent of participation in the decision-making process regarding 20 issues. The response format consisted of a four-point Likert scale wherein 1 equals no involvement, 2 equals little involvement, 3 equals some involvement and 4 equals great involvement. The 20 decision items were factor-analyzed earlier by Speed (1979) and Thierbach (1980) resulting in managerial and technical factors. The instrument included 11 managerial issues that concerned schoolwide activities and nine technical issues that centered on teaching and learning activities. Designation of the 20 issues according to the two domains is shown in Table 2.2.

Table 2.2

Decision Issues by Domain

Issues	Technical Domain
01	Specifying the learning objectives for each unit of instruction.
03	Developing procedures for reporting student progress to parents.
04	Developing procedures for assessing student achievement in your subjects or courses.
07	Assigning students to instructional groups within your classes or department.
09	Preparing the budget for your subject department or instructional team.
13	Planning student record-keeping procedures and practices.
14	Selecting textbooks and other instructional materials.
16	Determining grading procedures for evaluating the progress of your students.
19	Evaluating how well your subject department or team is operating.
	Managerial Domain
02	Determining the administrative and organizational structure of your school.
05	Establishing disciplinary policies in your school.
06	Developing inservice programs for teachers in your school.
08	Planning the student advisory program in your school.
10	Resolving problems or issues in school-community relations.
11	Setting and revising the goals of your school.
12	Determining the procedures to be used for the evaluation of teachers.
15	Allocating materials and equipment to subject departments or teams.
17	Selecting department chairpersons or team leaders.
18	Developing procedures for involving parents in planning the student's learning program.
20	Hiring a new faculty member to teach in your subject department or instructional team.

Principal Leadership Assessment

Part II, the Principal Leadership Assessment, measured staff perceptions of the principal's leadership behavior using a revised version of the instrument by Bowers and Seashore (1966). A factor analysis by Bowers and Seashore determined that leadership consisted of the following four factors: support, goal emphasis, work facilitation and interaction facilitation. The scales, along with each of the items, included the following:

Support

To what extent is your principal friendly and easy to approach?

When you talk to your principal to what extent does he or she pay attention to what you are saying?

To what extent is your principal willing to listen to your problems?

Goal Emphasis

To what extent does your principal encourage people to give their best effort?

To what extent does your principal maintain high standards of performance?

To what extent does your principal show you how to improve your performance?

Work Facilitation

To what extent does your principal provide the help you need so that you can schedule work ahead of time?

To what extent does your principal offer new ideas for solving job-related problems?

Interaction Facilitation

To what extent does your principal encourage people who work for him or her to exchange opinions and ideas?

To what extent does your principal encourage the persons who work for him or her to work as a team?

The response format for the indices of leadership was a four-point Likert scale: 1 equals no extent, 2 equals little extent, 3 equals some extent and 4 equals great extent.

Job Satisfaction Survey

Part III, the Job Satisfaction Survey, was developed on the assumption that overall job satisfaction could be defined as a function of the sum of job facet satisfaction. The 27-item instrument consisted of nine subscales of three questions per scale, as shown in Table 2.3. Both Speed (1979) and Thierbach (1980) had previously factor-analyzed this instrument using the SPSS varimax orthogonal rotation program to obtain the nine factors. The response format consisted of a four-point Likert scale: 1 equals very dissatisfied, 2 equals dissatisfied, 3 equals satisfied and 4 equals very satisfied. The overall job satisfaction measure, rather than a single facet or combination of facet scores, was used to test the study's hypotheses.

Procedures for Data Collection

At a conference held at the R & D Center in July, 1979, the instrument was discussed with principals of the selected schools. Their approval was given to administer the instrument in the fall of 1979 and 1980, and the date for the initial visit to each school was set.

Table 2.3

Job Satisfaction Survey Questions Distribution Across Scales

Scale	Question: How satisfied are you with. . .
1. Administration/ Supervision	05 the opportunities provided to discuss problems with building administrators? 06 the trust you have in your building administrators? 16 the professional competence and leadership of your building administrators?
2. Co-workers	01 the amount of work done by other teachers in your school? 08 the quality of work of other teachers in your school? 25 the personal and social relationships you have with other teachers?
3. Career Future	03 your opportunities for growth in your profession? 10 your future in your school district? 14 the opportunities that you have to develop your areas of special interest?
4. School Identification	07 the general reputation of your school? 18 your awareness of what is "going on" in your school? 27 the goals and objectives emphasized by your school?
5. Financial Aspects	04 the amount of money you make? 19 the salary schedule in your school district? 24 the fringe benefits in your school district?
6. Work Conditions	15 the physical facilities of your school? 20 the arrangement of space and equipment in your school? 22 the availability of appropriate instructional materials and equipment?
7. Amount of Work	02 the number of students for whom you are responsible? 17 the number of courses for which you must prepare? 23 the amount of work you are expected to do?
8. Pupil/Teacher Relations	11 the extent to which you are able to meet your students' affective needs? 13 the quality of your interactions with your students? 21 the extent to which you are able to meet your students' academic needs?
9. Community Relations	09 the understanding of your school's program by parents and the community? 12 the extent to which the community recognizes and appreciates its educators? 26 the community's involvement in your school's program?

The researchers visited each school in October, 1979. The purposes of the study were explained, questions were invited and answered and the instrument was distributed and completed. Copies were left with the principal for completion later by staff who were absent. At two schools the questionnaires were completed simultaneously by the entire staff. At the other schools the instrument was administered to small groups of staff throughout the school day. An informed consent form (Appendix C) was signed by each respondent to guarantee anonymity.

After the initial data gathering visits, the researchers analyzed the responses from each school and calculated mean scores for each variable. Results were synthesized and the results sent to the principal of each school (see Appendix D). Although principals were requested to make the outcomes known to their staffs, the researchers subsequently found that respondents' awareness of the results was minimal. Because of staff interest, an individual copy of the outcomes for their own school was then sent to each respondent (see Appendix E).

Two qualitative studies (Dunstan, 1981; Rankin, 1981) were conducted from February to May, 1980, to describe and explain the decision-making processes and associated leadership behavior in each of the four schools. Selected staff were interviewed and various organizational meetings were observed for these studies. Feedback to schools on outcomes of these qualitative studies will occur in the spring of 1981.

At another conference at the R & D Center in September, 1980, the principals and researchers agreed on dates for the October, 1980, administration of the survey instrument. Procedures similar to those used in 1979 were followed in 1980.

Data Analysis

The analytic procedures used in this study included descriptive analyses, tests of reliability, correlational analysis, one-way and factorial analysis of variance and multiple linear regression.

The descriptive analyses revealed distributional characteristics on the independent and dependent variables and these data were used to test the study hypotheses. Reliability (internal consistency) of the instrumentation was established using the Cronbach Alpha formula. The relationship between decisional condition and job satisfaction was tested by use of a correlational analysis and a one-way and factorial analysis of variance. The relationship between principals' leadership and staff job satisfaction was tested through correlational analysis, multiple linear regression and factorial analysis of variance.

The ANOVA statistical procedures were performed using SAS by an IBM 370 computer at the Administrative Data Processing Center (ADP) at the University of Wisconsin - Madison. All other statistical procedures were performed using SPSS by the Univac 1180 computer at the Madison Academic Computing Center (MACC) at the University of Wisconsin - Madison. The probability level for all tests of significance was set at the .05 level.

Limitations of the Study

The major limitations of this study relate to generalizability of the results, uncontrolled variables and methodological limitations. Regarding generalizability, the sample was deliberately selected to

include only those schools that had established formal administrative and organizational structures for shared decision making. Hence, the findings may not be applicable to other secondary schools.

As is typical with studies of dynamic organizations, many intervening variables undoubtedly influenced the findings of the study. These included such factors as the different use made in the schools of the feedback data from the first-year survey, the involvement of the schools in other R and D Center activities and personnel changes in the schools.

A major methodological limitation was that because of the many intervening variables, the first and second year data were considered as separate surveys. Moreover, the hypotheses and statistical procedures were designed to examine relationships rather than to infer causality.

III

PRESENTATION AND ANALYSIS OF THE DATA

This first section of this chapter includes a descriptive analysis of the data. The second section includes the statistical analyses and tests of the study hypotheses.

Description of the Data

This section includes a summary of the basic data utilized to test the major hypotheses of the study. The data were analyzed using the Statistical Package for the Social Sciences (SPSS, Nie et al., 1979) and the Statistical Analysis Systems (SAS, Barr et al., 1979). Tables 3.1 through 3.10 include the data on the independent and dependent variables.

Independent Variables

The theoretical construct of decision condition was derived from the following questions on the Decision Involvement Analysis:

1. What is your ACTUAL EXTENT of participation in making this decision?
2. What is your DESIRED EXTENT of participation in making this decision?

From scores obtained from these two questions, a discrepancy score was obtained using the difference between actual and desired extent of participation in decision making. The decision involvement scales and the other major variables were tested for reliability (internal consistency)

Table 3.1

Reliability (Internal Consistency) Coefficients

Regarding Decision Involvement Analysis Scales

	Cronbach Alpha Coefficients	
Scale	1979	1980
Actual Extent	.80	.85
Desired Extent	.84	.88
Discrepancy (Actual-Desired)	.88	.86
Principal's Leadership	.89	.90
Job Satisfaction	.89	.88
	N = 146	N = 151

Table 3.2

Distribution of Means for Actual, Desired and Discrepancy Scales on Decision Participation

Technical Decision Issues	Total Schools									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
1 Specifying the learning objectives for each unit of instruction.	3.472	.828	3.665	.620	-.193	3.538	.788	3.656	.658	-.118
3 Developing procedures for reporting student progress to parents.	2.774	.971	3.198	.687	-.424	2.774	.958	3.129	.794	-.355
4 Developing procedures for assessing student achievement in your subjects or courses.	3.483	.789	3.711	.532	-.228	3.564	.718	3.601	.723	-.037
7 Assigning students to instructional groups within your team or department.	2.590	1.188	3.134	.926	-.544	2.578	1.173	3.057	.950	-.479
9 Preparing the budget for your subject department or instructional team.	2.580	1.151	3.170	.903	-.590	2.544	1.172	3.175	.911	-.631
13 Planning student record-keeping procedures and practices.	2.564	1.112	3.009	.903	-.445	2.513	1.071	2.927	.938	-.414
14 Selecting textbooks and other instructional materials.	3.283	.966	3.576	.755	-.293	3.246	.891	3.513	.769	-.267
16 Determining grading procedures for evaluating the progress of your students.	3.161	.972	3.592	.651	-.431	3.287	.947	3.544	.784	-.257
19 Evaluating how well your subject department or team is operating.	2.443	1.071	3.242	.813	-.799	2.495	1.039	3.196	.797	-.701
Mean Score - Technical	2.928	1.005	3.366	.754	-.438	2.949	.973	3.311	.814	-.362

(continued on next page)

Table 3.2 (Continued)

Managerial/Schoolwide Decision Issues	Total Schools									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
2 Determining the administrative and organizational structure of your school.	1.788	.795	2.712	.752	-.924	1.903	.841	2.677	.863	-.774
5 Establishing disciplinary policies in your school.	2.166	.860	2.957	.764	-.791	2.191	.876	2.902	.805	-.711
6 Developing inservice programs for teachers in your school.	1.774	.841	2.750	.784	-.976	1.927	.933	2.660	.948	-.733
8 Planning the student advisory program in your school.	2.019	1.060	2.664	.944	-.645	2.021	1.060	2.648	.936	-.627
10 Resolving problems or issues in school-community relations.	1.957	.841	2.621	.821	-.664	1.959	.867	2.538	.826	-.579
11 Setting and revising the goals of your school.	2.226	.885	2.892	.737	-.666	2.149	.866	2.865	.738	-.716
12 Determining the procedures to be used for the evaluation of teachers.	1.344	.660	2.943	.841	-1.599	1.808	.946	2.902	.902	-1.094
15 Allocating materials and equipment to subject departments or teams.	2.146	1.059	2.755	1.001	-.609	2.129	1.086	2.677	1.095	-.548
17 Selecting department chairpersons or unit leaders.	1.397	.809	2.647	1.069	-1.250	1.594	.982	2.756	1.069	-1.162
18 Developing procedures for involving parents in planning the student's learning program.	2.062	.967	2.768	.810	-.706	2.051	.999	2.758	.875	-.707
20 Hiring a new faculty member to teach in your subject department or instructional team.	1.455	.874	2.873	.987	-1.418	1.438	.807	2.830	.975	-1.392
Mean Score - Managerial	1.849	.877	2.780	.865	-.931	1.925	.933	2.747	.912	-.822

Scale: 1 = no involvement, 2 = little involvement, 3 = some involvement and 4 = great involvement.

Table 3.3

Distribution of Means for Actual, Desired and Discrepancy Scales on Decision Participation

Technical Decision Issues	School A									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
1 Specifying the learning objectives for each unit of instruction.	3.327	.985	3.615	.661	-.288	3.396	.793	3.472	.749	-.076
3 Developing procedures for reporting student progress to parents.	3.019	.779	3.365	.715	-.346	2.811	.982	3.135	.742	-.324
4 Developing procedures for assessing students achievement in your subjects or courses.	3.346	.905	3.788	.412	-.442	3.434	.797	3.472	.799	-.038
7 Assigning students to instructional groups within your team or department.	2.846	1.227	3.442	.826	-.596	2.698	1.186	3.113	.974	-.415
9 Preparing the budget for your subject department or instructional team.	1.904	1.142	2.827	1.024	-.923	1.811	1.144	2.717	1.045	-.906
13 Planning student record-keeping procedures and practices.	2.673	1.150	3.173	.879	-.500	2.472	1.049	2.868	.878	-.396
14 Selecting textbooks and other instructional materials.	2.750	.988	3.365	.768	-.615	2.604	.840	3.189	.761	-.585
16 Determining grading procedures for evaluating the progress of your students.	3.173	.985	3.673	.585	-.500	3.132	1.110	3.358	.857	-.226
19 Evaluating how well your subject department or team is operating.	2.647	1.110	3.333	.841	-.686	2.415	1.100	2.925	.958	-.510
Mean Score - Technical	2.854	1.030	3.398	.746	-.544	2.753	1.000	3.139	.863	-.385

(continued on next page)

Table 3.3 (Continued)

Managerial/Schoolwide Decision Issues	School A 1979 Actual	S.D.	Desired	S.D.	Discrepancy	1980 Actual	S.D.	Desired	S.D.	Discrepancy
2 Determining the administrative and organizational structure of your school.	1.923	.788	2.808	.658	-.885	1.867	.870	2.528	.868	-.641
5 Establishing disciplinary policies in your school.	2.288	.915	3.327	.678	-1.039	2.283	.841	3.132	.785	-.849
6 Developing inservice programs for teachers in your school.	1.731	.795	2.846	.751	-1.115	1.962	.854	2.509	.891	-.547
8 Planning the student advisory program in your school.	1.942	1.162	2.865	1.067	-.923	1.811	.900	2.491	.869	-.680
10 Resolving problems or issues in school-community relations.	1.885	.900	2.692	.940	-.807	1.868	.941	2.566	.772	-.698
11 Setting and revising the goals of your school.	2.327	.857	3.019	.727	-.692	2.346	.883	2.827	.734	-.481
12 Determining the procedures to be used for the evaluation of teachers.	1.173	.430	2.769	.962	-1.596	1.269	.660	2.528	1.030	-1.259
15 Allocating materials and equipment to subject departments or teams.	2.058	.998	2.865	1.010	-.807	1.868	1.001	2.547	1.084	-.679
17 Selecting department chairpersons or unit leaders.	1.608	.940	2.804	1.059	-1.196	1.865	1.155	2.538	1.163	-.673
18 Developing procedures for involving parents in planning the student's learning program.	1.904	.869	2.808	.908	-.904	2.038	1.018	2.755	.939	-.717
20 Hiring a new faculty member to teach in your subject department or instructional team.	1.096	.358	2.615	.993	-1.519	1.189	.681	2.283	1.063	-1.094
Mean Score - Managerial	1.721	.819	2.856	.887	-1.044	1.853	.891	2.609	.927	-.756

Scale: 1 = no involvement, 2 = little involvement, 3 = some involvement and 4 = great involvement.

Table 3.4

Distribution of Means for Actual, Desired and Discrepancy Scales on Decision Participation

Technical Decision Issues	School B									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
1 Specifying the learning objectives for each unit of instruction.	3.333	.798	3.578	.657	-.245	3.618	.697	3.735	.618	-.117
3 Developing procedures for reporting student progress to parents.	3.244	.830	3.289	.757	-.045	3.382	.604	3.412	.657	-.030
4 Developing procedures for assessing student achievement in your subjects or courses.	3.578	.657	3.667	.603	-.089	3.647	.691	3.697	.637	-.050
7 Assigning students to instructional groups within your team or department.	3.178	1.051	3.356	1.004	-.178	3.485	.906	3.758	.502	-.273
9 Preparing the budget for your subject department or instructional team.	2.667	1.187	3.178	.886	-.511	2.676	1.173	3.382	.739	-.706
13 Planning student record-keeping procedures and practices.	3.133	.815	3.222	.823	-.089	3.147	.784	3.485	.667	-.338
14 Selecting textbooks and other instructional materials.	3.333	1.022	3.533	.842	-.200	3.412	.857	3.647	.774	-.235
16 Determining grading procedures for evaluating the progress of your students.	3.000	.977	3.400	.780	-.400	3.382	.739	3.533	.743	-.206
19 Evaluating how well your subject department or team is operating.	2.955	.963	3.244	.712	-.289	3.059	.886	3.412	.743	-.353
Mean Score - Technical	3.158	.919	3.385	.785	-.227	3.312	.815	3.568	.676	-.256

(continued on next page)

Table 3.4 (Continued)

Managerial/Schoolwide Decision Issues	School B									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
2 Determining the administrative and organizational structure of your school.	2.178	.860	2.556	.841	-.378	2.147	.784	2.588	.857	-.441
5 Establishing disciplinary policies in your school.	2.477	.821	2.818	.724	-.341	2.735	.898	3.059	.776	-.324
6 Developing inservice programs for teachers in your school.	2.244	.857	2.667	.674	-.423	2.485	1.004	2.909	.805	-.424
8 Planning the student advisory program in your school.	2.689	.925	2.867	.869	-.178	2.853	.925	3.088	.866	-.235
10 Resolving problems or issues in school-community relations.	2.114	.784	2.614	.754	-.500	2.206	.880	2.647	.849	-.441
11 Setting and revising the goals of your school.	2.289	.895	2.756	.743	-.467	2.529	.706	3.029	.717	-.500
12 Determining the procedures to be used for the evaluation of teachers.	1.556	.785	2.733	.863	-1.177	2.647	.917	3.088	.830	-.441
15 Allocating materials and equipment to subject departments or teams.	2.222	1.085	2.556	1.035	-.334	2.588	1.076	3.000	1.044	-.412
17 Selecting department chairpersons or unit leaders.	1.591	.948	1.977	1.067	-.386	1.727	1.098	2.152	1.202	-.425
18 Developing procedures for involving parents in planning the student's learning program.	2.422	.941	2.778	.735	-.356	2.412	.821	2.794	.770	-.382
20 Hiring a new faculty member to teach in your subject department or instructional team.	2.133	1.100	3.178	.834	-1.045	1.971	.937	3.294	.836	-1.323
Mean Score - Managerial	2.174	.909	2.682	.831	-.508	2.391	.913	2.877	.868	-.486

Scale: 1 = no involvement, 2 = little involvement, 3 = some involvement and 4 = great involvement.

Table 3.5

Distribution of Means for Actual, Desired and Discrepancy Scales on Decision Participation

Technical Decision Issues	School C									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
1 Specifying the learning objectives for each unit of instruction.	3.756	.609	3.800	.457	-.044	3.707	.602	3.854	.422	-.147
3 Developing procedures for reporting student progress to parents.	2.778	.951	3.156	.520	-.378	2.683	.934	2.976	.821	-.293
4 Developing procedures for assessing student achievement in your subjects or courses.	3.556	.813	3.689	.514	-.133	3.683	.521	3.756	.489	-.073
7 Assigning students to instructional groups within your team or department.	2.568	1.108	2.884	.905	-.316	2.780	.852	3.000	.775	-.220
9 Preparing the budget for your subject department or instructional team.	2.911	.973	3.311	.763	-.400	2.854	1.085	3.268	.807	-.414
13 Planning student record-keeping procedures and practices.	2.578	1.158	3.022	.866	-.444	2.683	1.035	3.049	.893	-.366
14 Selecting textbooks and other instructional materials.	3.600	.720	3.698	.638	-.098	3.610	.666	3.707	.602	-.097
16 Determining grading procedures for evaluating the progress of your students.	3.067	1.095	3.600	.539	-.533	3.146	.823	3.659	.575	-.513
19 Evaluating how well your subject department or team is operating.	2.178	1.007	3.178	.886	-1.000	2.575	1.035	3.300	.648	-.725
Mean Score - Technical	2.999	.937	3.371	.676	-.372	3.080	.839	3.397	.670	-.317

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Table 3.5 (Continued)

School C

Managerial/Schoolwide Decision Issues	1979 Actual	1979 S.D.	1979 Desired	1979 S.D.	1979 Discrepancy	1980 Actual	1980 S.D.	1980 Desired	1980 S.D.	1980 Discrepancy
2 Determining the administrative and organizational structure of your school.	1.778	.765	2.778	.704	-1.000	2.195	.928	2.878	.842	-.683
5 Establishing disciplinary policies in your school.	2.156	.824	2.933	.720	-.777	2.268	.837	2.927	.685	-.659
6 Developing inservice programs for teachers in your school.	1.667	.905	2.644	.857	-.977	1.659	.855	2.463	.925	-.804
8 Planning the student advisory program in your school.	1.932	.925	2.523	.821	-.591	2.024	1.037	2.659	.825	-.635
10 Resolving problems or issues in school-community relations.	2.178	.806	2.711	.589	-.533	2.366	.829	2.561	.743	-.195
11 Setting and revising the goals of your school.	2.467	.944	3.089	.701	-.622	2.293	.873	2.850	.700	-.557
12 Determining the procedures to be used for the evaluation of teachers.	1.267	.580	3.111	.682	-1.844	1.756	.888	2.925	.730	-1.169
15 Allocating materials and equipment to subject departments or teams.	2.400	1.116	2.933	.889	-.533	2.366	1.135	2.805	1.077	-.439
17 Selecting department chairpersons or unit leaders.	1.455	.820	2.705	.930	-1.250	1.625	.925	3.000	.707	-1.375
18 Developing procedures for involving parents in planning the student's learning program.	2.556	.813	2.864	.734	-.308	2.390	1.070	3.000	.742	-.610
20 Hiring a new faculty member to teach in your subject department or instructional team.	1.568	.974	2.911	.996	-1.343	1.561	.896	3.073	.818	-1.512
Mean Score - Managerial	1.948	.861	2.837	.784	-.889	2.046	.934	2.831	.799	-.785

Scale: 1 = no involvement, 2 = little involvement, 3 = some involvement and 4 = great involvement.

Table 3.6

Distribution of Means for Actual, Desired and Discrepancy Scales on Decision Participation

Technical Decision Issues	School D									
	1979					1980				
	Actual	S.D.	Desired	S.D.	Discrepancy	Actual	S.D.	Desired	S.D.	Discrepancy
1 Specifying the learning objectives for each unit of instruction.	3.486	.812	3.671	.653	-.185	3.507	.911	3.642	.690	-.135
3 Developing procedures for reporting student progress to parents.	2.286	.995	3.043	.690	-.757	2.493	.975	3.075	.858	-.582
4 Developing procedures for assessing student achievement in your subjects or courses.	3.478	.759	3.696	.577	-.218	3.552	.764	3.561	.806	-.009
7 Assigning students to instructional groups within your team or department.	2.029	1.057	2.913	.870	-.884	1.892	1.077	2.692	1.014	-.800
9 Preparing the budget for your subject department or instructional team.	2.814	1.054	3.329	.847	-.515	2.866	.998	3.379	.818	-.513
13 Planning student record-keeping procedures and practices.	2.101	1.045	2.743	.943	-.642	2.119	1.080	2.621	1.004	-.502
14 Selecting textbooks and other instructional materials.	3.443	.911	3.686	.733	-.243	3.448	.822	3.582	.801	-.134
16 Determining grading procedures for evaluating the progress of your students.	3.319	.866	3.652	.660	-.333	3.448	.958	3.600	.844	-.152
19 Evaluating how well your subject department or team is operating.	2.143	1.011	3.214	.815	-1.071	2.224	.966	3.239	.720	-1.015
Mean Score - Technical	2.789	.946	3.327	.754	-.538	2.839	.950	3.266	.839	-.427

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Table 3.6 (Continued)

Managerial/Schoolwide Decision Issues	School D 1979 Actual	S.D.	Desired	S.D.	Discrepancy	1980 Actual	S.D.	Desired	S.D.	Discrepancy
2 Determining the administrative and organizational structure of your school.	1.443	.629	2.700	.787	-1.257	1.612	.695	2.716	.867	-1.104
5 Establishing disciplinary policies in your school.	1.886	.790	2.786	.797	-.900	1.788	.734	2.621	.837	-.833
6 Developing inservice programs for teachers in your school.	1.571	.714	2.800	.827	-1.229	1.788	.903	2.776	1.042	-.988
8 Planning the student advisory program in your school.	1.700	.968	2.471	.928	-.771	1.761	1.060	2.538	1.032	-.777
10 Resolving problems or issues in school-community relations.	1.771	.820	2.514	.897	-.743	1.657	.686	2.448	.909	-.791
11 Setting and revising the goals of your school.	1.957	.806	2.757	.731	-.800	1.716	.755	2.821	.777	-1.105
12 Determining the procedures to be used for the evaluation of teachers.	1.386	.728	3.100	.783	-1.714	1.833	.887	3.090	.848	-1.257
15 Allocating materials and equipment to subject departments or teams.	2.000	1.036	2.686	1.029	-.686	1.955	1.044	2.537	1.119	-.582
17 Selecting department chairpersons or unit leaders.	1.086	.442	2.926	.997	-1.840	1.299	.718	3.075	.958	-1.776
18 Developing procedures for involving parents in planning the student's learning program.	1.623	.925	2.671	.829	-1.048	1.672	.894	2.591	.928	-.919
20 Hiring a new faculty member to teach in your subject department or instructional team.	1.214	.635	2.843	1.030	-1.629	1.288	.627	2.879	.869	-1.591
Mean Score - Managerial	1.603	.772	2.750	.876	-1.147	1.670	.818	2.736	.926	-1.066

Scale: 1 = no involvement, 2 = little involvement, 3 = some involvement and 4 = great involvement.

Table 3.7

Distribution of Means for Principals' Leadership Scale

for the Total Sample

Issues	1979 Mean	1979 Standard Deviation	1980 Mean	1980 Standard Deviation
Support	3.498		3.557	
1 To what extent is your principal friendly and easy to approach?	3.611	.635	3.562	.610
2 When you talk to your principal to what extent does he or she pay attention to what you are saying?	3.432	.686	3.570	.643
3 To what extent is your principal willing to listen to your problems?	3.452	.700	3.539	.629
Goal Emphasis	2.870		3.146	
4 To what extent does your principal encourage people to give their best effort?	3.254	.813	3.418	.745
5 To what extent does your principal maintain high standards of performance?	3.034	.813	3.482	.662
6 To what extent does your principal show you how to improve your performance?	2.322	.838	2.539	.887
Work Facilitation	2.674		2.916	
7 To what extent does your principal provide the help you need so that you can schedule work ahead of time?	2.675	.971	2.863	.831
8 To what extent does your principal offer new ideas for solving job-related problems?	2.673	.952	2.969	.801
Interaction Facilitation	3.242		3.435	
9 To what extent does your principal encourage the persons who work for him or her to work as a team?	3.225	.878	3.373	.794
10 To what extent does your principal encourage people who work for him or her to exchange opinions and ideas?	3.258	.872	3.497	.638
	3.094		3.281	

Scale: 1 = no extent, 2 = little extent, 3 = some extent and 4 = great extent.

Table 3.8

Distribution of School Means for Principals' Leadership Scale

	School A				School B			
	1979		1980		1979		1980	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1 To what extent is your principal friendly and easy to approach?	3.750	.519	3.642	.558	3.186	.764	3.088	.668
2 When you talk to your principal to what extent does he or she pay attention to what you are saying?	3.654	.590	3.547	.607	3.465	.550	3.353	.734
3 To what extent is your principal willing to listen to your problems?	3.692	.544	3.566	.605	3.465	.631	3.324	.727
4 To what extent does your principal encourage people to give their best effort?	3.462	.641	3.434	.772	3.512	.736	3.088	.900
5 To what extent does your principal maintain high standards of performance?	3.235	.681	3.472	.608	3.465	.667	3.500	.707
6 To what extent does your principal show you how to improve your performance?	2.692	.673	2.792	.840	2.628	.817	2.412	.892
7 To what extent does your principal provide the help you need so that you can schedule work ahead of time?	3.212	.776	3.212	.848	3.140	.833	2.824	.758
8 To what extent does your principal offer new ideas for solving job-related problems?	3.412	.804	3.216	.808	2.837	.754	2.765	.781
9 To what extent does your principal encourage the persons who work for him or her to work as a team?	3.615	.690	3.604	.716	3.535	.667	3.265	.828
10 To what extent does your principal encourage people who work for him or her to exchange opinions and ideas?	3.654	.738	3.679	.581	3.581	.663	3.118	.729

Scale: 1 = no extent, 2 = little extent, 3 = some extent and 4 = great extent.

Table 3.9

Distribution of School Means for Principals' Leadership Scale

	School C				School D			
	1979		1980		1979		1980	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1 To what extent is your principal friendly and easy to approach?	3.727	.525	3.725	.506	3.696	.551	3.642	.569
2 When you talk to your principal to what extent does he or she pay attention to what you are saying?	3.455	.761	3.450	.783	3.224	.735	3.773	.457
3 To what extent is your principal willing to listen to your problems?	3.500	.762	3.513	.601	3.232	.750	3.642	.595
4 To what extent does your principal encourage people to give their best effort?	3.068	.925	3.350	.700	3.057	.832	3.612	.602
5 To what extent does your principal maintain high standards of performance?	2.886	.841	3.125	.723	2.714	.819	3.697	.554
6 To what extent does your principal show you how to improve your performance?	2.279	.854	2.564	.852	1.886	.753	2.385	.913
7 To what extent does your principal provide the help you need so that you can schedule work ahead of time?	2.659	.965	2.667	.806	2.000	.761	2.723	.801
8 To what extent does your principal offer new ideas for solving job-related problems?	2.773	.803	2.900	.810	1.971	.761	2.924	.771
9 To what extent does your principal encourage the persons who work for him or her to work as a team?	3.341	.745	3.425	.636	2.671	.928	3.212	.226
10 To what extent does your principal encourage people who work for him or her to exchange opinions and ideas?	3.500	.699	3.550	.552	2.614	.822	3.515	.614

Scale: 1 = no extent, 2 = little extent, 3 = some extent, and 4 = great extent.

Table 3.10

Mean Scores on the Job Satisfaction Survey

How satisfied are you with:	Total Schools		School A		School B		School C		School D	
	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980
Administration/Supervision	2.922	3.029	3.240	3.195	3.230	3.118	2.755	2.891	2.583	2.935
5 the opportunities provided to discuss problems with building administrators?	2.919	3.026	3.170	3.189	3.023	2.882	2.977	3.049	2.623	2.955
6 the trust you have in your building administrators?	2.899	2.995	3.192	3.170	3.295	3.061	2.674	2.925	2.559	2.266
16 the professional competence and leadership of your building administrators?	2.947	3.067	3.358	3.226	3.372	3.412	2.614	2.700	2.567	2.985
Amount of Work	2.781	2.764	2.944	2.832	2.985	2.745	2.885	2.944	2.461	2.611
2 the number of students for whom you are responsible?	2.766	2.777	2.679	2.577	3.070	2.794	3.023	3.150	2.478	2.701
17 the number of courses for which you must prepare?	2.816	2.831	3.077	3.038	2.930	2.853	2.905	2.976	2.493	2.567
23 the amount of work you are expected to do?	2.760	2.684	3.077	2.882	2.955	2.588	2.727	2.707	2.412	2.567
Career Future	2.762	2.657	2.695	2.655	3.084	2.735	2.751	2.829	2.617	2.512
3 your opportunities for growth in your profession?	2.705	2.557	2.755	2.673	2.955	2.382	2.636	2.829	2.551	2.388
10 your future in the school district?	2.649	2.613	2.404	2.423	3.047	2.794	2.595	2.756	2.618	2.582
14 the opportunities that you have to develop your areas of special interest?	2.933	2.800	2.925	2.868	3.250	3.029	3.023	2.902	2.681	2.567
Community Relations	2.270	2.526	2.162	2.276	2.682	2.382	2.083	2.056	2.209	2.114
9 the understanding of your school's program by parents and the community?	2.394	3.335	2.500	2.538	2.795	2.647	1.977	2.000	2.324	2.224
12 the extent to which the community recognizes and appreciates its educators?	1.990	1.871	1.755	1.943	2.409	1.912	1.977	1.875	1.912	1.791
26 the community's involvement in your school's program?	2.426	2.371	2.231	2.346	2.841	2.588	2.295	2.293	2.391	2.328
Co-Workers	2.977	2.943	3.023	3.024	3.333	3.333	2.853	2.934	2.790	2.686
1 the amount of work done by other teachers in your school?	2.854	2.778	2.863	2.904	3.364	3.235	2.767	2.902	2.574	2.373
08 the quality of work of other teachers in your school?	2.976	2.948	2.922	2.942	3.386	3.412	2.814	2.900	2.855	2.746
25 the personal and social relationships you have with other teachers?	3.100	3.103	3.283	3.226	3.250	3.353	2.977	3.000	2.942	2.940

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Table 3.10 (continued)

How satisfied are you with:	Total Schools		School A		School B		School C		School D	
	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980
Financial Aspects	2.140	2.143	2.245	2.552	2.212	1.667	2.152	2.439	2.005	1.880
4 the amount of money you make?	2.029	2.010	2.094	2.358	2.023	1.529	2.114	2.390	1.928	1.746
19 the salary schedule in your school district?	2.005	2.015	2.094	2.491	2.068	1.559	2.070	2.341	1.855	1.667
24 the fringe benefits in your school district?	2.386	2.404	2.547	2.808	2.545	1.912	2.273	2.525	2.232	2.227
Pupil-Teacher Relations	3.022	2.996	2.818	2.849	3.302	3.137	3.075	3.106	2.972	2.974
11 the extent to which you are able to meet your student's affective needs?	2.922	2.851	2.717	2.698	3.209	2.941	3.000	2.951	2.855	2.866
13 the quality of your interactions with your students?	3.255	3.200	3.038	3.075	3.442	3.324	3.364	3.366	3.235	3.134
21 the extent to which you are able to meet your student's academic needs?	2.889	2.938	2.698	2.774	3.256	3.147	2.860	3.000	2.826	2.924
School Identification	2.961	2.939	3.056	3.037	3.432	3.351	2.850	2.919	2.660	2.667
7 the general reputation of your school?	3.019	3.021	2.981	3.132	3.773	3.758	2.545	2.610	2.870	2.821
12 your awareness of what is "going on" in your school?	2.889	2.903	3.113	3.057	3.045	3.000	3.095	3.073	2.493	2.627
27 the goals and objectives emphasized by your school?	2.976	2.892	3.075	2.923	3.477	3.294	2.909	3.073	2.618	2.552
Work Conditions	2.680	2.671	2.796	2.791	3.560	3.500	2.454	2.650	2.174	2.164
15 the physical facilities of your school?	2.610	2.649	2.811	2.849	3.636	3.676	2.500	2.732	1.870	1.909
20 the arrangement of space and equipment in your school?	2.488	2.497	2.635	2.679	3.477	3.382	2.318	2.512	1.855	1.896
22 the availability of appropriate instructional materials and equipment?	2.943	2.866	2.943	2.846	3.568	3.441	2.545	2.707	2.797	2.687
	2.724	2.741	2.775	2.801	3.091	2.885	2.651	2.752	2.497	2.505

All averages are based on a four point scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = satisfied and 4 = very satisfied.

using the Cronbach Alpha formula. The coefficients (see Table 3.1) were consistently high ($\geq$ .80), indicating that items within each scale were measuring the same construct.

Means were computed for actual and desired level of involvement for each of the 20 decisional issues. Tables 3.2 through 3.6 show the scores of the total sample and individual schools by managerial and technical domains and by specific issues. The mean scores of the discrepancy measure (actual minus desired) revealed a general state of staff deprivation across all issues in all schools. In each analysis staff expressed a higher actual and desired extent of participation regarding technical issues than managerial issues.

In this study the overall reliability of the Principal Leadership Assessment was .89 in 1979 and .90 in 1980 (see Table 3.1) and was, therefore, satisfactory. For the principals' leadership measure, all scores were summed to compute mean scores for the total sample. The distribution of means on the leadership scale for the total sample and by school is shown in Tables 3.7 through 3.9. In general, principals were rated highest in support behavior and lowest in work facilitation.

Dependent Variable

The reliability (internal consistency) of the Job Satisfaction Survey was determined by use of Cronbach Alpha coefficients (see Table 3.1). The coefficients were high, .89 in 1979 and .88 in 1980, indicating that the instrument was internally consistent. Table 3.10 presents mean scores for each school and the total sample for each of the 27 questions for the nine subscales and overall job satisfaction. Overall, staff were most satisfied

with pupil-teacher relations and least satisfied with the financial aspects of the job.

Statistical Analysis of the Data

This section presents the statistical analysis of the data in relation to each of the major hypotheses posited in the study. Correlation coefficients were computed prior to testing the hypotheses of the study to determine whether significant correlations existed between the variables. Tables 3.11 and 3.12 present the correlational matrices for the variables. The low and moderate correlations indicated that the relationships that existed between the independent variables warranted their use in separate analyses.

Decision Involvement and Job Satisfaction

To investigate this relationship initially, the researchers plotted scattergrams of the data and derived Pearson product-moment correlations between summed job satisfaction scores (range of 36 to 101 out of a possible 27 to 108) and summed discrepancy scores (range of -51 to +24 out of a possible -60 to +60). Those results are shown in Figures 3.1 and 3.2. A positive linear relationship was found to exist for both 1979 and 1980, but the correlations were only moderate and the standard error terms were large, making prediction from the independent variable to the dependent variable difficult.

The general decision condition of all respondents was determined by considering both their actual and desired levels of involvement. The decision condition was calculated by subtracting the respondents' desired

Table 3.11

Correlational Matrix for Independent and Dependent Variables

1979

Scales	Actual Involvement	Desired Involvement	Discrepancy Measure	Principal's Leadership	Job Satisfaction
Actual Involvement	1.000				
Desired Involvement	.428	1.000			
Discrepancy Measure	.581	-.488	1.000		
Principal's Leadership	.281	.062	.216	1.000	
Job Satisfaction	.210	-.157	.344	.323	1.000

N = 213

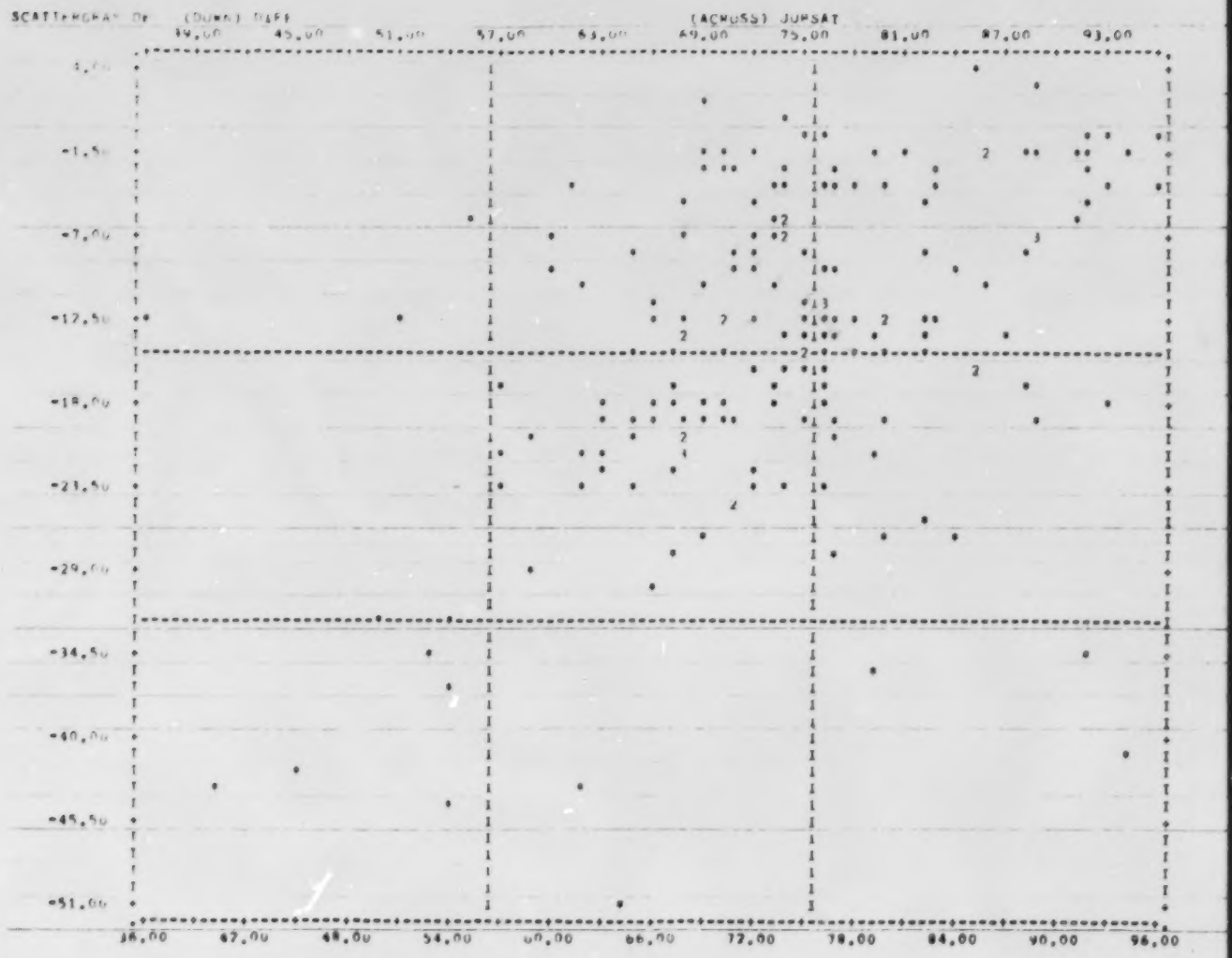
Table 3.12

Correlational Matrix for Independent and Dependent Variables

1980

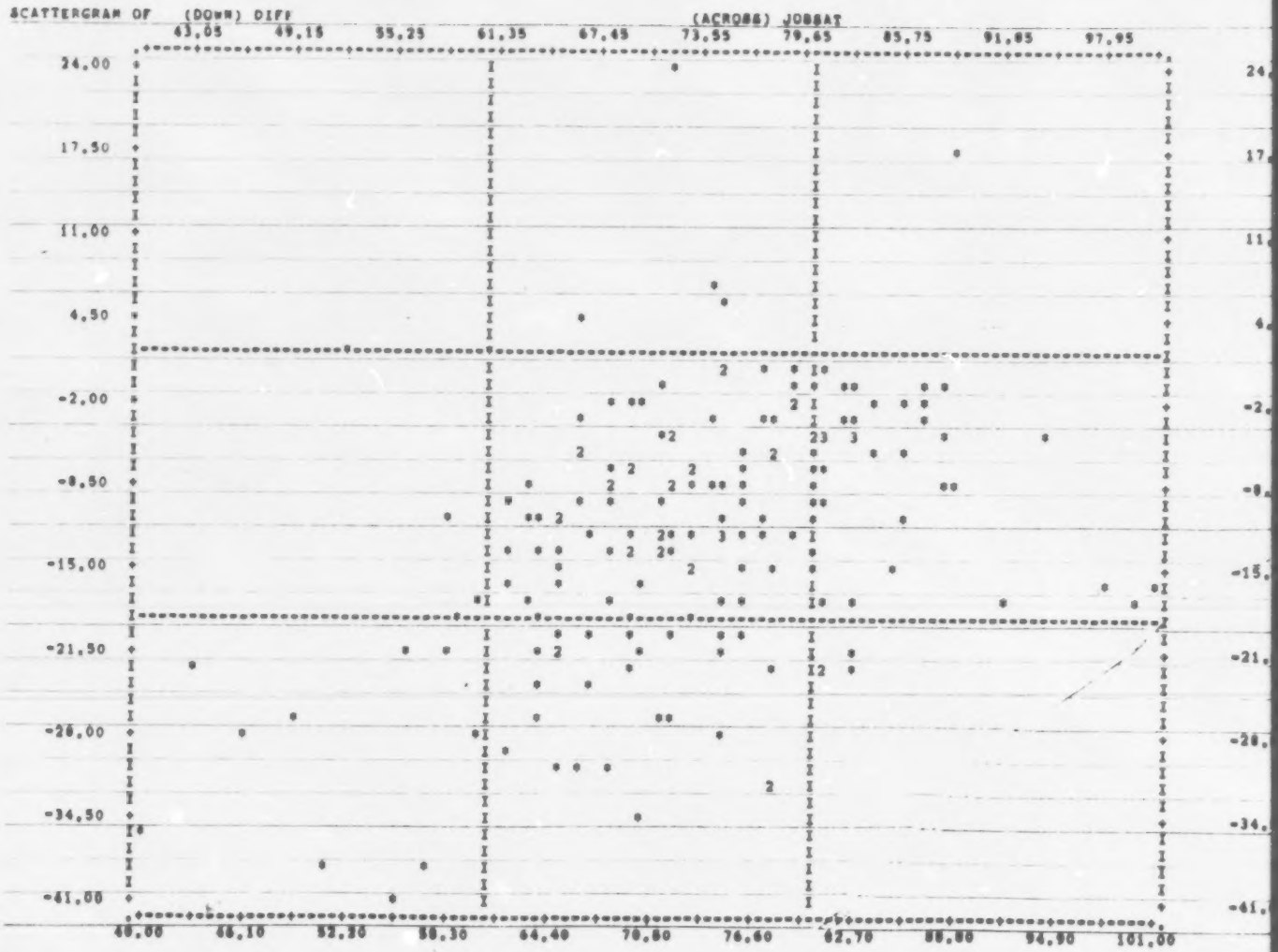
Scales	Actual Involvement	Desired Involvement	Discrepancy Measure	Principal's Leadership	Job Satisfaction
Actual Involvement	1.000				
Desired Involvement	.494	1.000			
Discrepancy Measure	.538	-.467	1.000		
Principal's Leadership	.160	.027	.137	1.000	
Job Satisfaction	.402	-.009	.417	.337	1.000

N = 195



Correlation (R)	.446	R squared	.199	Significance	.000
Standard Error	9.142	Intercept (A)	-45.430	Slope (B)	.427
Plotted Values	183	Excluded Values	0	Missing Values	30

Figure 3.1. 1979 Scattergram of decisional discrepancies and job satisfaction.



Correlation (R)	.407	R squared	.165	Significance	.000
Standard Error	9.163	Intercept (A)	-42.465	Slope (B)	.414
Plotted Values	178	Excluded Values	0	Missing Values	17

Figure 3.2. 1980 Scattergram of decisional discrepancies and job satisfaction.

extent score from the actual extent of participation score. A negative result indicated deprivation, a zero indicated equilibrium and a positive result indicated saturation for each item. Table 3.13 provides the frequency distribution for the decision condition scores. The decision condition scores ranged from -51 to +24 (possible range was -60 to +60) and had a mean of -14.042 in 1979 and -12.103 in 1980. The scores indicated that a general state of decisional deprivation existed among staff and that the pure states of equilibrium and saturation, as defined by Alutto and Belasco (1972), did not exist. Consequently, the data were trichotomized into three decision conditions: low involvement, medium involvement and high involvement.

Determination of the relative decision condition of all respondents allowed the first hypothesis of the study to be tested.

Hypothesis 1

The job satisfaction of secondary school staff will not differ according to decision condition.

To test this hypothesis, a one-way analysis of variance was computed to determine whether the mean job satisfaction scores differed for each of the decision condition groups; low involvement, medium involvement or high involvement. The results of these analyses are presented in Tables 3.14 and 3.15. It was found that significant differences existed between respondents' decision condition and level of job satisfaction. To find the source of difference in the decision condition effect, the researchers used Scheffe's post hoc method for multiple comparisons. The results (see Tables 3.14 and 3.15) indicated that for 1979 significant differences in job satisfaction existed between staff with low involvement in decision

Table 3.13

Frequency Distribution for Modified Decision Condition Scores

Score (Actual-Desired)	1979 Absolute Frequency	1979 Relative Frequency	1979 Cumulative Frequency	1979	1980 Absolute Frequency	1980 Relative Frequency	1980 Cumulative Frequency	1980
-51	1	.5	.5	Decision Condition 1 Low Involvement (N = 65)				Decision Condition 1 Low Involvement (N = 65)
-44	1	.5	.9					
-43	2	.9	1.9					
-42	1	.5	2.3					
-41	1	.5	2.8		1	.5	.5	
-40								
-39					1	.5	1.0	
-38					1	.5	1.5	
-37	1	.5	3.3					
-36	1	.5	3.8		1	.5	2.1	
-35	1	.5	4.2					
-34	1	.5	4.7		1	.5	2.6	
-33	1	.5	5.2					
-32	2	.9	6.1		2	1.0	3.6	
-31					1	.5	4.1	
-30	2	.9	7.0		2	1.0	5.1	
-29	2	.9	8.0		1	.5	5.6	
-28	2	.9	8.9		3	1.5	7.2	
-27	4	1.9	10.8		5	2.6	9.7	
-26	2	.9	11.7					
-25	2	.9	12.7					
-24	5	2.3	15.0		3	1.5	11.3	
-23	1	.5	15.5		6	3.1	14.4	
-22	3	1.4	16.9		4	2.1	16.4	
-21	10	4.7	21.6		4	2.1	18.5	
-20	6	2.8	24.4		6	3.1	21.5	
-19	13	6.1	32.5		5	2.6	24.1	
-18	9	4.2	34.7	Decision Condition 2 Medium Involvement (N = 75)	4	2.1	26.2	Decision Condition 3 Medium Involvement (N = 68)
-17	6	2.8	37.6		7	2.6	29.7	
-16	7	3.3	40.8		7	3.6	33.3	
-15	9	4.2	45.1		7	3.6	36.9	
-14	10	4.7	49.8		10	5.1	42.1	
-13	6	2.8	52.6		9	4.6	46.7	
-12	10	4.7	57.3		4	2.1	48.7	
-11	6	2.8	60.1		9	4.6	53.3	
-10	5	2.3	62.4		8	4.1	57.4	
- 9	7	3.3	65.7		5	2.6	60.0	
- 8	8	3.8	69.5		7	3.6	63.6	
- 7	13	6.1	75.6		9	4.6	68.2	
- 6	6	2.8	78.4		10	5.1	73.3	
- 5	5	2.3	80.8		10	5.1	78.5	
- 4	11	5.2	85.9		6	3.1	81.5	
- 3	7	3.3	89.2		7	3.6	85.1	
- 2	7	3.3	92.5		9	4.6	89.7	
- 1	5	2.3	94.8		7	3.6	93.3	
0	7	3.3	98.1	Decision Condition 3 High Involvement (N = 73)	5	2.6	95.9	Decision Condition 3 High Involvement (N = 62)
1	1	.5	98.6		1	.5	96.4	
2	1	.5	99.1		2	1.0	97.4	
3	1	.5	99.5					
4	1	.5	100.0					
5					1	.5	97.9	
6					1	.5	98.5	
7					1	.5	99.0	
17					1	.5	99.5	
24					1	.5	100.0	
	N = 213 Median = -13.417 Mean = -14.042 Standard Error = .686 Standard Deviation = 10.014				N = 195 Median = 11.222 Mean = -12.103 Standard Error = .703 Standard Deviation = 9.821			

Table 3.14

1979 One-way ANOVA of Job Satisfaction by Decision Condition

	Mean of Job Satisfaction
Low Decision Involvement	66.000
Medium Decision Involvement	72.347
High Decision Involvement	76.740
Overall Mean	71.916

ANOVA

Source	D.F.	SS	MS	F
Between groups	2	3987.444	1993.722	11.885*
Within groups	210	35227.035	167.748	
Total	212	39214.479		

*significant at the .05 Alpha level

Scheffe post hoc comparisons for groups significantly different in job satisfaction at the .05 level.

	Low Decision Involvement	Medium Decision Involvement	High Decision Involvement
Low Decision Involvement			
Medium Decision Involvement	*		
High Decision Involvement	*		

*denotes significant differences

Table 3.15

1980 One-way ANOVA of Job Satisfaction by Decision Condition

	Mean of Job Satisfaction
Low Decision Involvement	68.000
Medium Decision Involvement	72.603
High Decision Involvement	77.694
Overall Mean	72.687

ANOVA

Source	D.F.	SS	MS	F
Between groups	2	2982.470	1491.235	17.317*
Within groups	192	16533.454	86.112	
Total	194	19515.924		

*significant at the .05 level

Scheffe post hoc comparisons for groups significantly different in job satisfaction at the .05 level

	Low Decision Involvement	Medium Decision Involvement	High Decision Involvement
Low Decision Involvement			
Medium Decision Involvement	*		
High Decision Involvement	*	*	

*denotes significant differences

making and staff with either medium or high involvement. Results for 1980 indicated that significant differences in job satisfaction existed between all decision groups. Generally, the higher the decision involvement of staff, the higher their job satisfaction.

Principals' Leadership and Job Satisfaction

Table 3.16 shows the correlational matrices indicating the relationships between the leadership factors analyzed in this study. The coefficients reflected moderate to strong relationships between the four leadership factors. Initial analyses therefore, used the summed assessment of the principals' leadership scale plotted against the summed staff job satisfaction scores (see Figures 3.3 and 3.4). Pearson product-moment correlation coefficients were computed and found to be significant, indicating a positive linear relationship between staff perceptions of the principals' leadership and staff job satisfaction. The correlation coefficients were only moderate and the standard error terms large enough, however, to make prediction difficult.

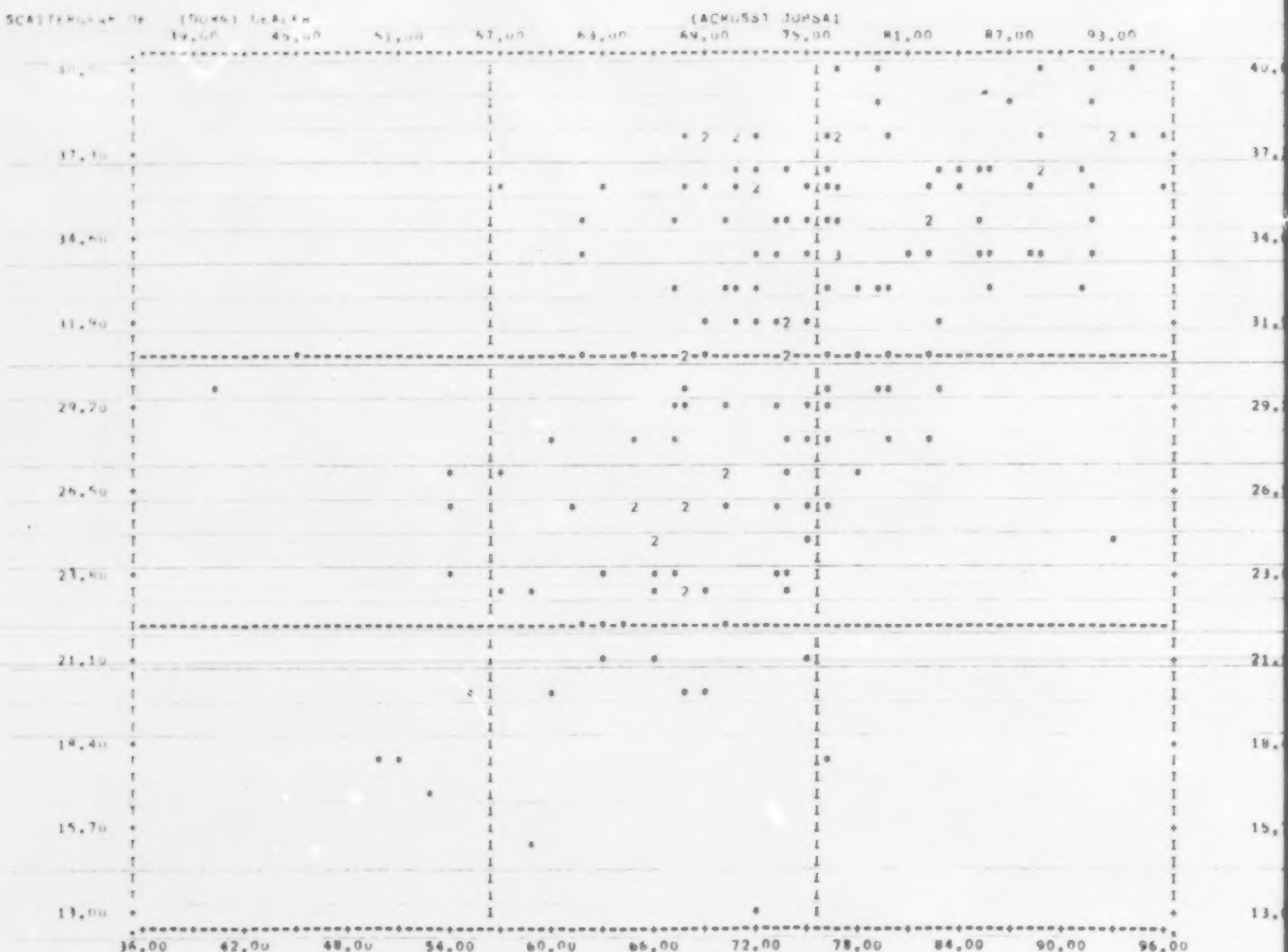
To investigate further the relationship between principal leadership and staff job satisfaction, the researchers utilized multiple linear regression (see Table 3.17). The overall regression equations were found to be adequate for predicting staff job satisfaction from staff perceptions of principals' leadership. Both work facilitation and support behavior were found to be significant factors in the regression equations, with work facilitation accounting for most of the variance in job satisfaction scores.

Table 3.16

Correlation Coefficients between Leadership Factors

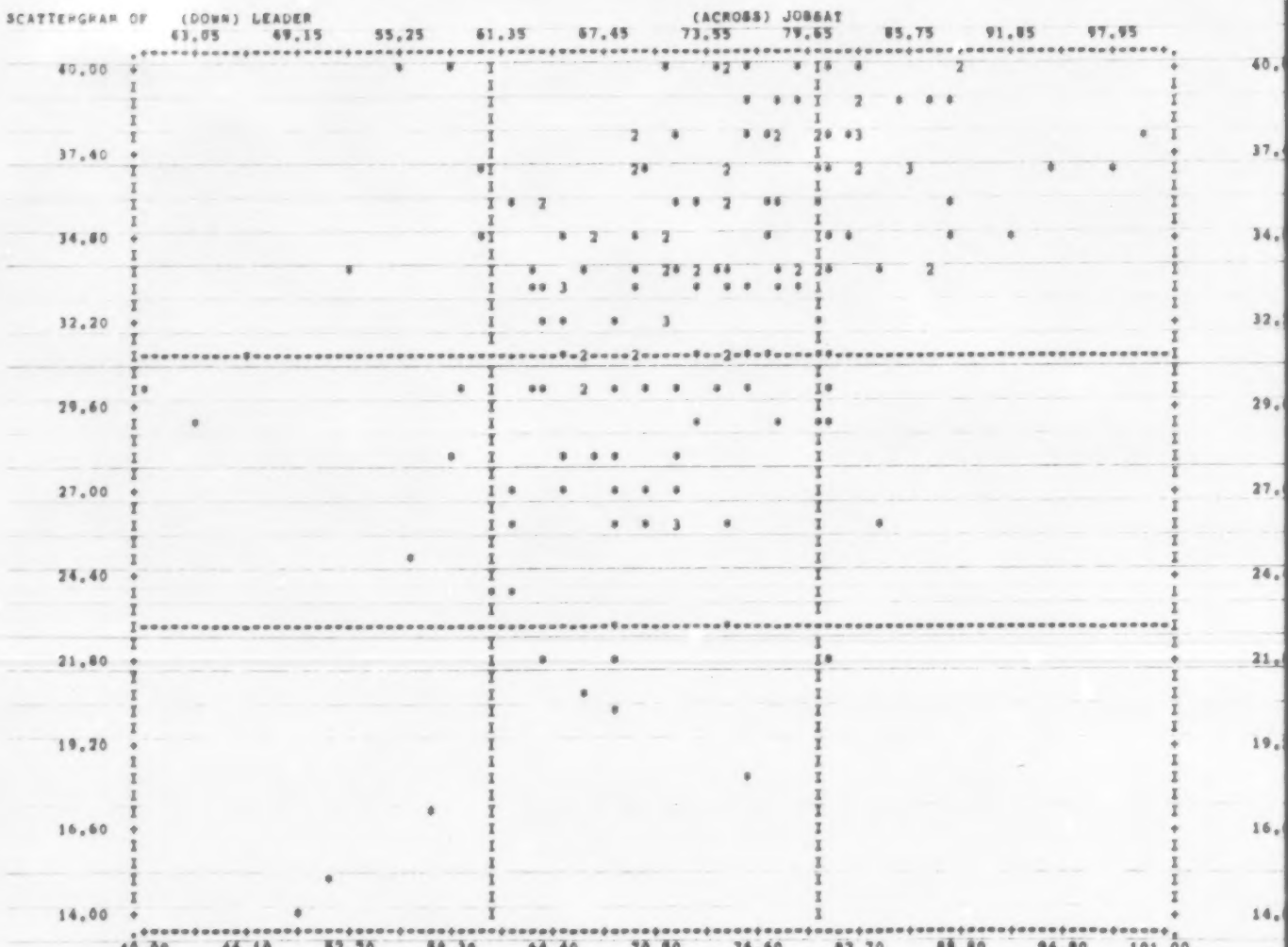
	1979			
	Support	Goal Emphasis	Work Facilitation	Interaction Facilitation
Support	1.000			
Goal Emphasis	.681	1.000		
Work Facilitation	.599	.737	1.000	
Interaction Facilitation	.623	.723	.693	1.000

	1980			
	Support	Goal Emphasis	Work Facilitation	Interaction Facilitation
Support	1.000			
Goal Emphasis	.719	1.000		
Work Facilitation	.557	.663	1.000	
Interaction Facilitation	.652	.677	.631	1.000



Correlation (R)	.559	R squared	.312	Significance	.000
Standard Error	4.963	Intercept (A)	7.255	Slope (B)	.321
Plotted Values	175	Excluded Values	0	Missing Values	38

Figure 3.3. 1979 Scattergram of principals' leadership and job satisfaction.



Correlation (R)	.453	R squared	.206	Significance	.000
Standard Error	4.754	Intercept (A)	14.690	Slope (B)	.249
Plotted Values	173	Excluded Values	0	Missing Values	22

Figure 3.4. 1980 Scattergram of principals' leadership and job satisfaction.

Table 3.17

Regression of Perceptions of Principals' Leadership on Staff Job Satisfaction

	Multiple R		Simple R		Beta		F Value	
Variables	1979	1980	1979	1980	1979	1980	1979	1980
Work Facilitation	.362	.372	.362	.372	.278	.264	7.596*	7.982*
Interaction Facilitation	.370	.386	.307	.317	.121	.168	1.451	2.871
Support Behavior	.385	.403	.160	.165	-.184	-.236	4.097*	5.556*
Goal Emphasis	.394	.420	.316	.320	.148	.202	1.779	3.374

*significant at .05 Alpha level 1979: df = (1,208) 1980: df = (1,190)

1980 Regression Equation:

JS = .597 + .165WF + .117IF - .130SB + .994GE

ANOVA

Source	dF	SS	MS	F
Regression	4	6090.109	1522.527	9.561*
Residuals	208	33124.370	159.252	
Total	212	39214.479		

1979 Regression Equation:

JS = .597 + .198WF + .887IF - .106SB + .843GE

ANOVA

Source	dF	SS	MS	F
Regression	4	3449.464	862.366	10.198*
Residuals	190	16066.454	84.560	
Total	194	19515.918		

The relationship of leadership to job satisfaction was examined in terms of the following hypothesis:

Hypothesis 2

The job satisfaction of secondary school staff will not differ according to staff perceptions of the leadership behavior of the principal.

Testing the hypothesis included examination of the separate factors of leadership, support, goal emphasis, work facilitation and interaction facilitation and was accomplished through the use of a factorial analysis of variance. This model enabled Hypothesis 2 to be tested and Hypothesis 1 to be retested. It also examined the interaction between principals' leadership behavior and staff decision condition by school with regard to staff job satisfaction. Each leadership factor was split into high and low levels, to have approximately 50 percent in each category as follows:

Factor	Split	Range
Support	Low 11/12 High	0-12
Goal Emphasis	Low 9/10 High	0-12
Work Facilitation	Low 5/6 High	0-8
Interaction Facilitation	Low 7/8 High	0-8

Tables 3.18 through 3.21 indicate the relationships among perceptions of principals' leadership (by factor, high and low), decision conditions (low, medium and high involvement) and school. A 4x3x2 factorial analysis of variance was utilized, revealing main effect job satisfaction differences among perceptions of the principals' leadership, decision conditions and schools (see Table 3.22). On the Duncan's multiple range test, (see Table 3.23) significant differences existed for the 1979 data between the high

Table 3.18

Job Satisfaction Scores by Decision Condition and Perceptions of Principals' Leadership

Leadership Behavior		Low Involvement		Medium Involvement		High Involvemen	
		1979	1980	1979	1980	1979	1980
Support	High	72.794	71.308	74.935	73.633	81.125	80.00
	(N)	34	26	31	30	24	31
	Low	66.212	65.795	71.905	71.789	78.148	75.38
	(N)	52	39	42	38	27	31
Goal Emphasis	High	73.583	71.688	76.138	75.067	85.960	79.69
	(N)	24	32	29	30	25	39
	Low	66.968	64.424	71.250	70.658	73.385	74.30
	(N)	62	33	44	38	26	23
Work Facilitation	High	73.353	71.028	76.000	74.526	82.543	78.83
	(N)	34	36	38	38	35	42
	Low	65.846	64.241	70.143	70.167	73.000	75.30
	(N)	52	29	35	30	16	20
Interaction Facilitation	High	74.815	73.231	76.107	74.800	82.607	79.68
	(N)	27	26	28	30	28	25
	Low	66.068	64.513	71.378	70.868	75.826	76.35
	(N)	59	39	45	38	23	37

Table 3.19

Job Satisfaction Scores by School and Perceptions of Principals' Leadership

Leadership Behavior		Schools							
		School A		School B		School C		School D	
		1979	1980	1979	1980	1979	1980	1979	1980
Support	High	77.50	79.39	86.85	80.00	72.00	76.28	70.47	70.49
	(N)	32	28	13	6	23	18	21	35
	Low	69.43	70.12	81.32	77.21	68.95	72.17	65.54	64.25
	(N)	21	25	31	28	21	23	48	32
Goal Emphasis	High	77.86	79.48	86.50	83.07	72.07	76.06	71.45	70.10
	(N)	28	29	24	15	15	18	11	39
	Low	70.32	69.63	78.70	73.47	69.76	72.35	66.21	63.89
	(N)	25	24	20	19	29	23	58	28
Work Facilitation	High	76.20	78.95	84.96	79.74	72.00	75.95	73.90	68.36
	(N)	44	38	28	19	25	20	10	39
	Low	65.00	65.07	79.44	75.13	68.63	72.10	65.88	66.32
	(N)	9	15	16	15	19	21	59	28
Interaction Facilitation	High	77.22	78.51	84.83	83.00	71.35	75.00	72.50	70.25
	(N)	36	35	24	7	27	15	6	24
	Low	68.12	68.22	80.70	76.33	70.03	73.38	66.52	65.98
	(N)	17	18	20	27	17	26	63	43

Table 3.20

Job Satisfaction Scores by School,

Decision Condition and Perceptions of Principals' Leadership

(1979)

School	Decision Condition	Support		Goal Emphasis		Work Facilitation		Interaction Facilitation	
		High	Low	High	Low	High	Low	High	Low
A	LI	77.50(14)	65.30(10)	77.10(10)	69.07(14)	75.11(18)	64.33(6)	76.67(15)	65.33(9)
	MI	75.54(13)	72.14(7)	76.62(13)	70.14(7)	75.67(18)	62.50(2)	76.64(14)	69.00(6)
	HI	82.60(5)	75.00(4)	82.60(5)	75.00(4)	79.88(8)	74.00(1)	79.57(7)	78.00(2)
B	LI	84.50(2)	79.00(3)	84.00(1)	80.50(4)	84.50(2)	79.00(3)	84.50(2)	79.00(3)
	MI	81.33(3)	78.38(13)	80.29(7)	77.89(9)	80.00(7)	78.11(9)	79.50(6)	78.60(10)
	HI	89.50(8)	84.33(15)	89.38(16)	78.71(7)	86.84(19)	82.75(4)	86.88(16)	84.43(7)
C	LI	67.57(7)	67.08(13)	67.40(5)	67.20(15)	67.78(9)	66.82(11)	66.67(6)	67.50(14)
	MI	74.44(9)	73.20(5)	73.00(6)	74.75(8)	74.20(10)	73.50(4)	74.50(6)	73.63(8)
	HI	73.28(7)	70.00(3)	76.50(4)	69.50(6)	74.67(6)	68.75(4)	73.20(5)	71.40(5)
D	LI	68.00(11)	64.65(26)	71.75(8)	63.97(29)	72.60(5)	64.56(32)	75.25(4)	64.48(33)
	MI	71.17(6)	66.47(17)	70.67(3)	67.25(20)	74.67(3)	66.65(20)	67.00(2)	67.76(21)
	HI	76.25(4)	67.00(5)	( )	71.11(9)	76.00(2)	69.71(7)	( )	71.11(9)

Numbers in parentheses ( ) are the N for each cell.

Table 3.21

Job Satisfaction Scores by School,

Decision Condition and Perceptions of Principals' Leadership

(1980)

School	Decision Condition	Support		Goal Emphasis		Work Facilitation		Interaction Facilitation	
		High	Low	High	Low	High	Low	High	Low
	LI	80.00(7)	67.88(8)	78.11(9)	66.67(6)	80.56(9)	63.00(6)	81.11(9)	62.17(6)
A	MI	75.78(9)	70.60(10)	76.71(7)	70.92(12)	76.58(12)	67.00(7)	74.85(13)	69.17(6)
	HI	81.75(12)	72.00(7)	81.92(13)	70.00(6)	79.76(17)	64.50(2)	80.38(13)	73.33(6)
	LI	( )	74.83(6)	92.00(1)	71.40(5)	83.67(3)	66.00(3)	92.00(1)	71.40(5)
B	MI	80.00(1)	75.28(7)	81.75(4)	70.00(4)	77.00(6)	72.50(2)	84.00(2)	73.17(6)
	HI	80.00(5)	79.07(15)	82.70(10)	75.90(10)	80.20(10)	78.40(10)	80.25(4)	79.06(16)
	LI	73.00(3)	69.67(9)	69.25(4)	71.13(8)	71.00(4)	70.25(8)	67.67(3)	71.44(9)
C	MI	72.75(8)	72.56(9)	72.83(6)	72.55(11)	73.71(10)	71.90(10)	72.71(7)	72.60(10)
	HI	81.71(7)	76.00(5)	81.88(8)	74.25(4)	79.89(9)	77.67(3)	82.60(5)	77.00(7)
	LI	67.19(16)	59.19(16)	67.89(18)	57.14(14)	64.85(20)	60.42(12)	67.62(13)	60.16(19)
D	MI	72.08(12)	70.17(12)	73.15(13)	68.73(11)	71.92(13)	70.18(11)	74.25(8)	69.56(16)
	HI	75.29(7)	66.75(4)	70.13(8)	77.67(3)	72.33(6)	72.00(5)	71.00(3)	72.63(8)

Numbers in parentheses ( ) are the N for each cell.

Table 3.22

4x3x2 ANOVA Factors School, Decision Condition

and Principals' Leadership Factors,

General Linear Models Procedure

	dF		F Value		PR > F	
	'79	'80	1979	1980	1979	1980
School	3	3	16.05	7.13	.0001*	.0002*
Decision Condition	2	2	4.75	5.68	.0097*	.0041*
Support	1	1	12.04	13.18	.0006*	.0004*
SCH * DC	6	6	.73	1.21	.6289	.3020
SCH * Support	3	3	.87	.93	.4589	.4271
DC * Support	2	2	.48	.45	.6171	.6399
SCH * DC + Support	6	5	.48	.21	.8229	.9553

*significant at .05 Alpha level

	dF		F Value		PR > F	
	'79	'80	1979	1980	1979	1980
School	3	3	7.57	7.55	.0001*	.0001*
Decision Condition	2	2	3.18	4.53	.0439*	.0121*
Goal Emphasis	1	1	10.78	23.63	.0012*	.0001*
SCH * DC	6	6	.88	1.84	.5083	.0947
SCH * Goal Emphasis	3	3	1.39	3.55	.2460	.0157*
DC * Goal Emphasis	2	2	1.31	1.27	.2714	.2828
Sch * DC + GE	5	6	.21	1.96	.9548	.0736

*significant at .05 Alpha level

(continued on next page)

Table 3.22 (Continued)

	dF		F Value		PR > F	
	'79	'80	1979	1980	1979	1980
School	3	3	10.85	5.78	.0001*	.0010*
Decision Condition	2	2	2.56	4.87	.0797	.0088*
Work Facilitation	1	1	12.86	20.25	.0004*	.0001*
School * DC	6	6	.83	1.47	.5474	.1900
DC * WF	2	2	.02	1.61	.9829	.2021
SCH * DC * WF	6	6	.22	.65	.9712	.6898

*significant at .05 Alpha level

	dF		F Value		PR > F	
	'79	'80	1979	1980	1979	1980
School	3	3	8.98	7.49	.0001*	.0001*
Decision Condition	2	2	4.40	4.22	.0135*	.0162*
Interaction Facilitation	1	1	5.76	18.32	.0174*	.0001*
School * DC	6	6	.47	1.59	.8286	.1519
School * IF	3	3	1.83	3.28	.1418	.0223*
DC * IF	2	2	.30	2.12	.7406	.1232
SCH * DC * IF	5	6	.59	1.56	.7103	.1608

*significant at .05 Alpha level

Table 3.23

Duncan's Multiple Range Test for Main Effect Job Satisfaction

Differences in Principals' Leadership, Decision Condition and School

Principals' Leadership

	Support	Goal Emphasis	Work Facilitation	Interaction Facilitation
1979				
High	75.787	78.500	77.299	77.880
Low	70.851	69.659	68.417	69.717
1980				
High	75.207	75.782	75.000	75.802
Low	70.657	69.362	69.291	70.474

High and Low significantly different from each other in each case (by factor and year).

Decision Condition

	Job Satisfaction Scores	
	1979	1980
Low Decision Involvement	68.814	68.000
Medium Decision Involvement	73.192	72.603
High Decision Involvement	79.547	77.694

	1979			1980		
	Low Inv.	Medium Inv.	High Inv.	Low Inv.	Medium Inv.	High Inv.
Low Decision Involvement						
Medium Decision Involvement	*			*		
High Decision Involvement	*	*		*	*	

*denotes significant differences.

Schools

	Job Satisfaction Scores	
	1979	1980
School A	74.302	75.019
School B	82.955	77.706
School C	70.545	73.976
School D	67.043	67.507

	1979				1980			
	A	B	C	D	A	B	C	D
School A								
School B	*							
School C	*	*						
School D	*	*	*		*	*	*	

*Denotes significant differences.

and low classifications of the principals' leadership factors, each decision condition and each of the four schools. Similar differences in principals' leadership and decision conditions were also found to be significant in 1980. Schools A, B and C were found not to be significantly different from each other regarding job satisfaction of staff. In 1980, significant interactions were found between school and principals' leadership, indicating the low involvement group in School C and the high involvement group in School D differed in job satisfaction from the main effect results. The relative leadership behavior of the principals in those factors--goal emphasis, work facilitation and interaction facilitation--changed among schools. Therefore, one cannot ignore the interaction effects of school and principals' leadership behavior in considering the outcome of staff job satisfaction. Generally, staff who rated the principals' leadership as high had higher job satisfaction scores than did those who rated the principals' leadership behavior as low.

IV

SUMMARY, FINDINGS AND IMPLICATIONS

This concluding chapter consists of an overview of the study, an enumeration of the major findings and the implications for future research and practice.

Summary

This study was conducted to investigate staff involvement in decision making and staff perceptions of the principal's leadership in relation to staff job satisfaction. Previous studies of elementary schools conducted in the research unit on Administration and Organization for Instruction at the Wisconsin Research and Development Center (R & D Center), had revealed involvement in decision making, the principal's leadership and job satisfaction to be important variables in schools providing individualized educational programs.

The basic hypotheses of the study were:

1. The job satisfaction of secondary school staff will not differ according to decision condition.
2. The job satisfaction of secondary school staff will not differ according to staff perceptions of the leadership behavior of the principal.

These hypotheses and the procedures utilized to test them were derived from previous research related to theories of decision making, leadership and job satisfaction.

The decision condition of staff was determined as low, medium or high involvement, based on the discrepancy between the actual and the desired extent of participation in making managerial and technical educational decisions. Staff perceptions of the principals' leadership were obtained by studying the leadership behaviors of support, interaction facilitation, goal emphasis and work facilitation. Staff job satisfaction was measured according to the following job facets: administration/supervision, co-workers, career future, school identification, financial aspects, work conditions, amount of work, pupil-teacher relations and community relations.

The study was conducted in four secondary schools (two middle and two senior high schools) engaged in a cooperative effort with the R & D Center to provide individualized secondary schooling. As a part of this effort, each school had deliberately established formal organizational structures to facilitate staff participation in decision making. At the schoolwide level, instructional improvement committees or councils were established; at the teaching-learning level, groups of teachers shared responsibilities for planning, implementing and evaluating the instructional program. Hence, the study sample was positively skewed toward maximizing one of the major independent variables, staff involvement in decision making.

The study utilized a survey instrument, administered on site, to obtain measures of the independent variables of staff involvement in decision making, staff perceptions of the principal's leadership and the dependent variable of staff job satisfaction. The instrument was both valid and reliable (Cronbach Alpha coefficients ranging from .80 to .90).

The analytic procedures used in this study included descriptive analyses, tests of reliability, correlational analysis, one-way and factorial

analysis of variance and multiple linear regression.

Findings

The major findings of this study, derived from both the descriptive and analytic treatment of the data, were as follows:

1. Regarding involvement in decision making, school staffs were generally in a state of decision deprivation. They felt more deprived in making managerial or schoolwide decisions than they did in making technical or classroom-type decisions.

2. Regarding staff perceptions of the principals' leadership, they rated principals highest in support behavior and lowest in work facilitation.

3. Regarding job satisfaction, staffs were most satisfied with relations with pupils, co-workers and the administration, and least satisfied with financial aspects and community relations.

4. Staff involvement in decision making was significantly and positively related to staff job satisfaction.

5. Staff perceptions of the leadership behavior of the principal were significantly and positively related to staff job satisfaction.

6. The combination of staff perceptions of the principals' leadership and the specific school was the best predictor of job satisfaction.

Implications

From the foregoing findings, several implications can be drawn to enhance future research and practice.

Implications for Research

The study's findings were based on empirical data obtained during two successive school years. Future research might well utilize analytic procedures to determine changes over time, as well as experimental procedures to determine cause-effect relationships. Moreover, qualitative approaches might be used to illuminate further the relationships among the variables.

In this study, the measure of staff involvement in decision making was derived from the discrepancy between actual and desired levels of involvement resulting in a general state of decision deprivation. A direct measure of decision condition could be obtained by asking staff members whether they feel under involved, appropriately involved, or overinvolved in decision making.

The leadership instrument utilized in this study obtained staff perceptions of the principals' leadership on four factors: support behavior, goal emphasis, work facilitation and interaction facilitation. Two of these factors, work facilitation and support behavior, emerged as fruitful dimensions for future research on leadership.

The measure of job satisfaction in this study was obtained from a sum of the following facets: administration/supervision, co-workers, career future, school identification, financial aspects, work conditions, amount of work, pupil-teacher relations and community relations. These facets included institutional, managerial and technical influences on job satisfaction. Future research at the local school level should concentrate on the managerial and technical aspects of job satisfaction, since these are most directly under the control of the principal and staff.

Implications for Practice

Although the schools in this study had devoted serious and sustained attention to involving staff in decision making, staff members generally felt a low level of involvement, particularly in schoolwide issues. Even though this deprivation may have resulted from the discrepancy measure utilized, it also may have resulted from the inadequacy of the formal structures established or the inappropriate use of these structures. Hence, schools should explore and examine carefully the extent to which their structures and processes for participative decision making are being effectively utilized.

Since staff involvement in decision making was significantly and positively related to staff job satisfaction, opportunities for participation should be maximized. Staff members wish to move from a level of little or no involvement to that of providing information, input and suggestions to decision making.

Although the principals in this study were rated highest on supportive leadership behavior, work facilitation had the highest relationship to staff job satisfaction. Hence, principals should become actively involved in assisting each staff member to perform his or her job.

The staffs of the schools in this study generally were more satisfied with such intraorganizational factors as relations with students, co-workers and administrators than they were with extraorganizational factors such as financial aspects and community relations. Hence, additional attention should be given to the salary, working conditions and community recognition of staff if job satisfaction is to be enhanced.

The final implication relates to the fact that the best predictor of staff job satisfaction is the leadership behavior of the principal according to school. Hence, no one leadership style is best, and principals must be able to adapt their leadership behavior to the situational demands of the school.

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APPENDIX A

TEN COMPREHENSIVE OBJECTIVES OF THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

COMPREHENSIVE OBJECTIVES FOR SECONDARY EDUCATION

Source: Klausmeier, H. J., Lipham, J. M., & Daresh, J. C. The renewal and improvement of secondary education: Concepts and practices. Madison: Wisconsin Research and Development Center for Individualized Schooling, 1980.

COMPREHENSIVE OBJECTIVE 1. EDUCATIONAL PROGRAMMING FOR THE INDIVIDUAL STUDENT.

An individual educational program of course work and other activities is arranged for each student each semester that satisfies the student's developmental needs and characteristics and that also meets district and state requirements.

COMPREHENSIVE OBJECTIVE 2. CURRICULAR ARRANGEMENTS

A comprehensive and flexible curriculum is developed that meets state and district requirements and that facilitates educational programming for the individual student.

COMPREHENSIVE OBJECTIVE 3. EXPERIENTIAL LEARNING AND CAREER EDUCATION

Career education is arranged for all students; experiential-learning activities and/or work experiences in the community are arranged for each student who can profit from them.

COMPREHENSIVE OBJECTIVE 4. STUDENT DECISION-MAKING ARRANGEMENTS

Students progressively assume more responsibility for planning, implementing, and evaluating their programs and activities with a lesser amount of adult direction and control.

COMPREHENSIVE OBJECTIVE 5. EVALUATING STUDENT LEARNING AND EDUCATIONAL PROGRAMS

The individual student's progress toward attaining his/her course objectives, the student's instructional program in each course, the student's total educational program, and the school's total educational program are evaluated systematically.

COMPREHENSIVE OBJECTIVE 6. ADMINISTRATIVE ARRANGEMENTS

The school's administrative arrangements provide for cooperative planning and shared decision making by the persons responsible for implementing the plans and decisions that are made, mainly administrators, counselors, teachers, and students.

COMPREHENSIVE OBJECTIVE 7. ORGANIZATION FOR INSTRUCTION AND STUDENT ADVISING

The faculty and students are organized into groups so that an effective educational program is arranged for the individual student each semester and advising is personalized.

COMPREHENSIVE OBJECTIVE 8. HOME-SCHOOL-COMMUNITY RELATIONS

Effective communication and cooperative educational efforts between the school and the community are carried out as part of a program of home-school-community relations.

COMPREHENSIVE OBJECTIVE 9. INTERNAL AND EXTERNAL SUPPORT ARRANGEMENTS

The environment for learning and instruction in the school and for work and other educative experiences in the community is

enriched through the intellectual, technical, and material support provided by school and school district groups, and by external agencies, such as regional educational laboratories, the state education agency, intermediate agencies, teacher-education institutions, and professional associations.

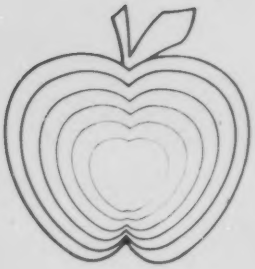
COMPREHENSIVE OBJECTIVE 10. CONTINUING RESEARCH AND DEVELOPMENT

Student learning and personality development, instruction, advising, administrative arrangements, and other educational processes become better understood and are improved through continuous research and development conducted by school personnel and cooperating individuals and agencies.

APPENDIX B

DECISION INVOLVEMENT ANALYSIS QUESTIONNAIRE

Decision Involvement Analysis



Studies of the Organization of the School

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INSTRUCTION SHEET

The purpose of this research is to determine teacher involvement in the decision-making process, teacher perceptions of the principal's leadership, and teacher job satisfaction in secondary schools.

This instrument consists of FOUR PARTS:

Part I: Decision Involvement Analysis

Part II: Principal Leadership Assessment

Part III: Job Satisfaction Survey

Part IV: Personal Data

The instrument should take approximately 30 minutes to complete.

Please 1. READ THE DIRECTIONS on each part of the instrument.

2 ANSWER ALL QUESTIONS in the spaces provided.

All responses will remain confidential and none will be identified by person, school, or school district.

THANK YOU FOR YOUR PARTICIPATION

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Center Contract No. OB-NIE-G-78-0117

PART I. DECISION INVOLVEMENT ANALYSIS

DIRECTIONS: Please mark the appropriate response for each of the two questions below for each of the 20 decisional issues.

	DECISIONAL ISSUES	QUESTION 1: What is your ACTUAL EXTENT of participation in making this decision? Responses: No involvement	Little involvement	Some involvement	Great involvement	QUESTION 2: What is your DESIRED EXTENT of participation in making this decision? Responses: No involvement	Little involvement	Some involvement	Great involvement
01	Specifying the learning objectives for each unit of instruction.	1	2	3	4	1	2	3	4
02	Determining the administrative and organizational structure of your school.	1	2	3	4	1	2	3	4
03	Developing procedures for reporting student progress to parents.	1	2	3	4	1	2	3	4
04	Developing procedures for assessing student achievement in your subjects or courses.	1	2	3	4	1	2	3	4
05	Establishing disciplinary policies in your school.	1	2	3	4	1	2	3	4
06	Developing inservice programs for teachers in your school.	1	2	3	4	1	2	3	4
07	Assigning students to instructional groups within your team or department.	1	2	3	4	1	2	3	4
08	Planning the student advisory program in your school.	1	2	3	4	1	2	3	4
09	Preparing the budget for your subject department or instructional team.	1	2	3	4	1	2	3	4
10	Resolving problems or issues in school-community relations.	1	2	3	4	1	2	3	4
11	Setting and revising the goals of your school.	1	2	3	4	1	2	3	4
12	Determining the procedures to be used for the evaluation of teachers.	1	2	3	4	1	2	3	4
13	Planning student record-keeping procedures and practices.	1	2	3	4	1	2	3	4
14	Selecting textbooks and other instructional materials.	1	2	3	4	1	2	3	4
15	Allocating materials and equipment to subject departments or teams.	1	2	3	4	1	2	3	4
16	Determining grading procedures for evaluating the progress of your students.	1	2	3	4	1	2	3	4
17	Selecting department chairpersons or team leaders.	1	2	3	4	1	2	3	4
18	Developing procedures for involving parents in planning the student's learning program.	1	2	3	4	1	2	3	4
19	Evaluating how well your subject department or team is operating.	1	2	3	4	1	2	3	4
20	Hiring a new faculty member to teach in your subject department or instructional team.	1	2	3	4	1	2	3	4

PART I. DECISION INVOLVEMENT ANALYSIS

DIRECTIONS: Please mark the appropriate response for each of the two questions below for each of the 20 decisional issues.

	DECISIONAL ISSUES	QUESTION 3: To what degree are you interested in this decision? Responses: No interest	Little interest	Some interest	Great interest	QUESTION 4: To what degree do you possess expertise regarding this decision? Responses: No Expertise	Little Expertise	Some Expertise	Great Expertise
01	Specifying the learning objectives for each unit of instruction.	1	2	3	4	1	2	3	4
02	Determining the administrative and organizational structure of your school.	1	2	3	4	1	2	3	4
03	Developing procedures for reporting student progress to parents.	1	2	3	4	1	2	3	4
04	Developing procedures for assessing student achievement in your subjects or courses.	1	2	3	4	1	2	3	4
05	Establishing disciplinary policies in your school.	1	2	3	4	1	2	3	4
06	Developing inservice programs for teachers in your school.	1	2	3	4	1	2	3	4
07	Assigning students to instructional groups within your team or department.	1	2	3	4	1	2	3	4
08	Planning the student advisory program in your school.	1	2	3	4	1	2	3	4
09	Preparing the budget for your subject department or instructional team.	1	2	3	4	1	2	3	4
10	Resolving problems or issues in school-community relations.	1	2	3	4	1	2	3	4
11	Setting and revising the goals of your school.	1	2	3	4	1	2	3	4
12	Determining the procedures to be used for the evaluation of teachers.	1	2	3	4	1	2	3	4
13	Planning student record-keeping procedures and practices.	1	2	3	4	1	2	3	4
14	Selecting textbooks and other instructional materials.	1	2	3	4	1	2	3	4
15	Allocating materials and equipment to subject departments or teams.	1	2	3	4	1	2	3	4
16	Determining grading procedures for evaluating the progress of your students.	1	2	3	4	1	2	3	4
17	Selecting department chairpersons or team leaders	1	2	3	4	1	2	3	4
18	Developing procedures for involving parents in planning the student's learning program.	1	2	3	4	1	2	3	4
19	Evaluating how well your subject department or team is operating.	1	2	3	4	1	2	3	4
20	Hiring a new faculty member to teach in your subject department or instructional team.	1	2	3	4	1	2	3	4

PART II. PRINCIPAL LEADERSHIP ASSESSMENT*

DIRECTIONS: Indicate your feelings concerning the leadership of the principal of your school. For each item please answer by circling the number in the column most accurately describing your feelings.

		No Extent	Little Extent	Some Extent	Great Extent
01	To what extent is your principal friendly and easy to approach?	1	2	3	4
02	When you talk with your principal to what extent does he/she pay attention to what you're saying?	1	2	3	4
03	To what extent is your principal willing to listen to your problems?	1	2	3	4
04	To what extent does your principal encourage people to give their best effort?	1	2	3	4
05	To what extent does your principal maintain high standards of performance?	1	2	3	4
06	To what extent does your principal show you how to improve your performance?	1	2	3	4
07	To what extent does your principal provide the help you need so that you can schedule work ahead of time?	1	2	3	4
08	To what extent does your principal offer new ideas for solving job related problems?	1	2	3	4
09	To what extent does your principal encourage the persons who work for him/her to work as a team?	1	2	3	4
10	To what extent does your principal encourage people who work for him/her to exchange opinions and ideas?	1	2	3	4

*Adapted with permission from:
Bowers, D. G., & Seashore, S. E. Predicting organizational effectiveness with a four-factor theory of leadership. Administrative Science Quarterly, 1966, 11(2), 238-263.

PART III. JOB SATISFACTION SURVEY

DIRECTIONS: Please answer the following questions regarding your satisfaction with your teaching position by marking the most appropriate response to each question.

How satisfied are you with:	Responses: Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
01 the amount of work done by other teachers in your school?	1	2	3	4
02 the number of students for whom you are responsible?	1	2	3	4
03 your opportunities for growth in your profession?	1	2	3	4
04 the amount of money you make?	1	2	3	4
05 the opportunities provided to discuss problems with building administrators?	1	2	3	4
06 the trust you have in your building administrators?	1	2	3	4
07 the general reputation of your school?	1	2	3	4
08 the quality of work of other teachers in your school?	1	2	3	4
09 the understanding of your school's program by parents and the community?	1	2	3	4
10 your future in your school district?	1	2	3	4
11 the extent to which you are able to meet your students' affective needs?	1	2	3	4
12 the extent to which the community recognizes and appreciates its educators?	1	2	3	4
13 the quality of your interactions with your students?	1	2	3	4
14 the opportunities that you have to develop your areas of special interest?	1	2	3	4
15 the physical facilities of your school?	1	2	3	4
16 the professional competence and leadership of your building administrators?	1	2	3	4
17 the number of courses for which you must prepare?	1	2	3	4
18 your awareness of what is "going on" in your school?	1	2	3	4
19 the salary schedule in your school district?	1	2	3	4
20 the arrangement of space and equipment in your school?	1	2	3	4
21 the extent to which you are able to meet your students' academic needs?	1	2	3	4
22 the availability of appropriate instructional materials and equipment?	1	2	3	4
23 the amount of work you are expected to do?	1	2	3	4
24 the fringe benefits in your school district?	1	2	3	4
25 the personal and social relationships you have with other teachers?	1	2	3	4
26 the community's involvement in your school's program?	1	2	3	4
27 the goals and objectives emphasized by your school?	1	2	3	4

PART IV. PERSONAL DATA

DIRECTIONS: Please answer the following QUESTIONS about yourself in relation to your teaching position by circling (or inserting) the appropriate answer.

01 What is your age?

_____ years

02 What is your sex?

01 Male 02 Female

03 How many years have you been teaching?

_____ years

04 How many years have you been teaching at your present school?

_____ years

05 Are you a departmental chairperson?

01 Yes 02 No

06 Are you a team or unit leader?

01 Yes 02 No

07 What grade(s) do you currently teach?

6 7 8 9 10 11 12

08 What is the main subject that you teach? (Circle only one response)

01	Business Educ.	07	Phy. Ed.
02	English/Lang. Arts	08	Math.
03	Art	09	Music
04	Foreign Lang.	10	Science
05	Home Economics	11	Soc. Studies
06	Indus. Arts/Agri.	12	Spec. Ed.
		13	Other _____

09 What is your highest educational qualification? (Circle only one response)

01	Teachers' Certificate	04	Specialist Degree
02	Bachelor's Degree	05	Doctoral Degree
03	Master's Degree		

10 Which grade range best describes your certification?

01	K-3	05	7-12
02	4-8	06	7-9
03	K-6	07	9-12
04	K-8	08	K-12
		09	Other _____

11 Which best describes your teaching assignment?

01 Interdisciplinary team or unit
02 Departmentalized by subject matter
03 Other _____

12 Monthly, how often do you attend team or department meetings, and ordinarily how long do they last?

_____ a month for approximately _____ minutes

13 When you participate in making decisions that affect the entire school you participate, most often, because:

01 You choose to be involved
02 You were elected by colleagues
03 You were selected by the principal
04 Other _____

14 When you participate in making decisions that affect the entire school, to what extent do you feel your participation is influential?

01 No influence
02 Little influence
03 Some influence
04 Great influence

15 When you participate in making decisions that affect your team or department, to what extent do you feel your participation is influential?

01 No influence
02 Little influence
03 Some influence
04 Great influence

APPENDIX C

INFORMED CONSENT FORM

Research Study

STUDIES OF ADMINISTRATION AND ORGANIZATION FOR INSTRUCTION:

ORGANIZATION OF THE SCHOOL FOR INDIVIDUALIZED INSTRUCTION

Informed Consent Form

The research study in which you are participating is designed to ascertain the extent of teacher involvement in decision making, teachers' perceptions of the principal's leadership, and staff job satisfaction in selected secondary schools. The purpose of the study is to refine decision theory and leadership theory in schools. Implications for practice in the operation of secondary schools will also be derived. Questionnaires will be administered to gather information regarding the major variables of the study.

The anonymity of all participants is guaranteed and no individual, school, or school district will be identified in any reports of the research. It is expected that the results of this research will have both theoretical and practical value to the field of education and to the public at large.

The University of Wisconsin-Madison has formally assured the United States Department of Health, Education, and Welfare (DHEW) that it will assure the protection of any human being exposed to risk in any project or program that DHEW or any of its agencies has been requested to support. A copy of this assurance will be made available to you upon request.

There are no known discomforts or risks associated with any of the procedures in which you will participate and such procedures are in conformity with accepted professional practice.

Any questions you may have concerning the procedures to be utilized in this study will be answered. You are free to withdraw your consent and to discontinue participation in this study at any time.

Please sign below to indicate your consent to participate in the study.

_____ _____

Name Date

APPENDIX D

RESULTS SENT TO PRINCIPALS FOR THE DECISION INVOLVEMENT ANALYSIS - 1979

School A

(1979-1980 data)

Decision Involvement Analysis

Mean Scores for each item according to Decisional Issues and Total for Total Units, Specialists, and Total School.

Scores indicate responses to Desired Involvement, Actual Involvement, and Discrepancy.* Administered: 10/30/79

Scale	Items	Total Units			Specialists			Total School		
		Desired Involvement	Actual Involvement	Discrepancy*	Desired Involvement	Actual Involvement	Discrepancy*	Desired Involvement	Actual Involvement	Discrepancy*
Technical Issues	01	3.72	3.48	.24	3.48	3.13	.35	3.62	3.33	.29
	03	3.35	3.07	.28	3.35	2.96	.39	3.35	3.02	.33
	04	3.86	3.52	.34	3.70	3.27	.43	3.79	3.35	.44
	07	3.48	3.31	.17	3.39	2.26	1.13	3.44	2.85	.59
	09	2.59	1.69	.90	3.13	2.22	.91	2.83	1.92	.91
	13	3.21	2.86	.35	3.13	2.44	.69	3.17	2.67	.50
	14	3.28	2.66	.62	3.48	2.87	.61	3.37	2.75	.62
	16	3.76	3.45	.31	3.57	2.83	.74	3.67	3.17	.50
	19	3.38	2.66	.72	3.27	2.64	.63	3.33	2.65	.68
Technical (Mean)		3.40	2.97	.43	3.39	2.74	.65	3.40	2.86	.54
Managerial Issues	02	2.69	1.93	.76	2.96	1.91	1.05	2.81	1.92	.89
	05	3.35	2.35	1.00	3.30	2.22	1.08	3.33	2.29	1.04
	06	2.59	1.62	.97	3.17	1.87	.30	2.85	1.73	1.12
	08	2.97	2.14	.83	2.74	1.57	1.17	2.87	1.89	.98
	10	2.76	2.04	.72	2.61	1.77	.84	2.69	1.89	.80
	11	2.93	2.38	.55	3.13	2.26	.87	3.02	2.33	.69
	12	2.62	1.14	1.48	2.65	1.22	1.43	2.64	1.17	1.47
	15	2.66	1.90	.76	3.13	2.26	.87	2.87	2.06	.81
	17	2.79	1.68	1.11	2.83	1.52	1.31	2.80	1.61	1.19
	18	2.86	2.07	.79	2.74	1.70	1.04	2.81	1.90	.91
	20	2.52	1.10	1.42	2.74	1.09	1.65	2.62	1.10	1.52
Managerial (Mean)		2.79	1.85	.95	2.91	1.76	1.15	2.85	1.81	1.04
TOTALS		61.37	47.05	14.40	62.50	44.01	18.59	61.88	45.60	16.28
Mean		3.07	2.35	.72	3.13	2.20	.93	3.09	2.28	.81

*Discrepancy score is computed by subtracting the Actual Involvement score from the Desired Involvement score. Discrepancies may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents believe that they are not as involved as they would like to be), a negative value indicates a state of "Decision Saturation" (i.e., respondents are involved more than they desire), while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

School A

(1979-1980 data)

Principal Leadership Assessment

Mean Scores for Scales, Item Mean Scores, and Scale Mean Scores and Ranks for Unit Teachers, Specialists, and Total--Administered: 10/30/79

	Scale	Question	Unit Teachers			Specialists			Total		
			Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank
1.	Support	01	3.71	3.66	1	3.79	3.68	1	3.75	3.68	1
		02	3.64			3.58			3.62		
		03	3.64			3.68			3.66		
2.	Goal Emphasis	04	3.39	3.10	4	3.47	3.10	4	3.43	3.10	4
		05	3.22			3.16			3.20		
		06	2.68			2.68			2.68		
3.	Work Facilitation	07	3.14	3.33	3	3.16	3.21	3	3.15	3.28	3
		08	3.52			3.26			3.41		
4.	Interaction Facilitation	09	3.64	3.64	2	3.47	3.53	2	3.58	3.60	2
		10	3.64			3.58			3.62		

School A
(1979-1980 data)

Principal Leadership Assessment
(Totals and Means for each unit, total units,
specialists, and total school) Administered: 10/30/79

	Units (by code)								Total Units	Specialists	Total School
	01	02	03	04	05	06	07	08			
Total on 10-item Principal Leadership Assessment (Highest possible = 40.00)	32.00	31.50	33.75	37.17	37.50	35.75	32.00	37.34	34.63	33.83	34.54
Mean Score (Highest possible = 4.00)	3.20	3.15	3.38	3.72	3.75	3.58	3.20	3.73	3.46	3.38	3.45

Scale

1.00 = No extent
2.00 = Little extent
3.00 = Some extent
4.00 = Great extent

School A

(1979-1980 data)

Job Satisfaction Survey

Mean Scores for Scales, Item Mean Scores, and Scale Mean Scores for Unit Teachers, Specialists, and Total

Administered: 10/30/79

	Scale	Question	Unit teachers			Specialists			Total		
			Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank
1.	Administration/ Supervision	05	3.18	3.25	1	3.10	3.15	1	3.15	3.21	1
		06	3.15			3.15			3.15		
		16	3.43			3.20			3.33		
2.	Co-Workers	01	2.91	3.01	3	2.80	3.00	2	2.86	3.01	3
		08	2.94			2.90			2.93		
		25	3.18			3.30			3.23		
3.	Career Future	03	2.54	2.66	7	2.90	2.65	7	2.69	2.66	7
		10	2.52			2.25			2.41		
		14	2.93			2.80			2.88		
4.	School Identification	07	3.00	3.06	2	2.89	2.98	3	2.96	3.02	2
		18	3.00			3.15			3.06		
		27	3.18			2.90			3.04		
5.	Financial Aspects	04	1.96	2.20	8	2.20	2.22	8	2.06	2.21	8
		19	2.07			2.05			2.06		
		24	2.57			2.40			2.50		
6.	Work Conditions	15	2.82	2.83	5	2.60	2.70	6	2.73	2.78	6
		20	2.70			2.60			2.66		
		22	2.96			2.90			2.94		
7.	Amount of Work	02	2.57	2.93	4	2.75	2.88	4	2.65	2.91	4
		17	3.04			3.00			3.02		
		23	3.19			2.90			3.06		
8.	Pupil-Teacher Relations	11	2.68	2.80	6	2.75	2.83	5	2.71	2.81	5
		13	3.04			3.05			3.04		
		21	2.68			2.70			2.69		
9.	Community Relations	09	2.41	2.12	9	2.55	2.12	9	2.47	2.12	9
		12	1.75			1.70			1.73		
		26	2.21			2.10			2.17		
	TOTALS		74.61			73.59			73.99		
	Mean		2.76			2.73			2.74		

School A

(1979-1980 data)

Job Satisfaction Survey
(Totals and Means for each unit, total units, specialists, and total school) Survey administered: 10/31/79

	Units (by code)								Total Units	Specialists	Total School
	01	02	03	04	05	06	07	08			
Total on 27-item Job Satisfaction Survey (Highest possible= 108)	70.60	69.55	73.33	75.84	81.50	79.50	74.67	74.33	74.61	73.59	73.99
Mean Score (Highest possible=4.00)	2.62	2.58	2.72	2.81	3.02	2.94	2.77	2.75	2.76	2.73	2.74

Scale

1.00 = Very Dissatisfied

2.00 = Dissatisfied

3.00 = Satisfied

4.00 = Very Satisfied

School B

(1979-1980 data)
Decision Involvement Analysis

Mean Scores for each item according to Decisional Items and Total for Total Pods, Support Team, Allied Arts Team, and Total School.
Scores indicate responses to Desired Involvement, Actual Involvement, and Discrepancy* Administered: 10/31/79

SCALE	Items	Total Pods			Support Team			Allied Arts			Total School		
		Desired Involvement	Actual Involvement	Discrepancy*	Desired Involvement	Actual Involvement	Discrepancy*	Desired Involvement	Actual Involvement	Discrepancy*	Desired Involvement	Actual Involvement	Discrepancy*
Technical Issues	01	3.62	3.48	.14	3.00	2.86	.14	3.77	3.35	.42	3.58	3.33	.25
	03	3.48	3.48	0	3.57	3.71	-.14	2.94	2.77	.17	3.29	3.22	.07
	04	3.62	3.57	.05	3.28	3.14	.14	3.88	3.77	.11	3.67	3.58	.09
	07	3.52	3.52	0	2.57	2.43	.14	3.47	3.06	.41	3.36	3.18	.18
	09	2.86	2.19	.67	3.28	3.28	0	3.53	3.00	.53	3.18	2.67	.51
	13	3.48	3.33	.15	3.57	3.57	0	2.77	2.59	.18	3.22	3.09	.13
	14	3.76	3.52	.24	2.71	2.71	0	3.59	3.35	.24	3.53	3.33	.20
	16	3.62	3.24	.38	3.00	2.86	.14	3.29	2.77	.52	3.40	3.00	.40
	19	3.19	2.91	.28	2.71	2.71	0	3.53	3.00	.53	3.24	2.91	.33
Technical (Mean)		3.46	3.25	.21	3.08	3.03	.05	3.42	3.07	.35	3.39	3.15	.24
Managerial Issues	02	2.62	2.19	.43	3.14	2.86	.28	2.18	1.88	.30	2.53	2.18	.35
	05	2.81	2.57	.24	3.00	2.57	.43	2.75	2.31	.44	2.82	2.48	.34
	06	2.67	2.38	.29	2.86	2.57	.29	2.59	1.94	.65	2.67	2.24	.43
	08	2.95	2.91	.04	3.57	3.57	0	2.47	2.06	.41	2.87	2.69	.18
	10	2.57	2.14	.43	3.50	3.00	.50	2.35	1.77	.58	2.61	2.11	.50
	11	2.86	2.52	.34	2.43	2.14	.29	2.71	2.06	.65	2.73	2.29	.44
	12	3.10	1.76	1.34	1.86	1.29	.57	2.65	1.41	1.24	2.73	1.56	1.17
	15	2.48	2.19	.29	2.57	2.57	0	2.65	2.06	.59	2.50	2.20	.36
	17	1.90	1.45	.45	1.29	1.14	.15	2.41	1.88	.53	2.00	1.57	.43
	18	2.81	2.71	.10	3.43	3.28	.15	2.47	1.88	.59	2.78	2.49	.29
	20	3.29	2.19	1.10	3.28	2.43	.85	3.00	1.94	1.06	3.18	2.13	1.05
Managerial (Mean)		2.73	2.27	.46	2.81	2.49	.32	2.57	1.93	.64	2.68	2.18	.50
TOTALS		61.21	54.25	6.96	58.62	54.69	3.93	59.00	48.85	10.15	59.95	52.25	7.75
Mean		3.06	2.71	.35	2.93	2.74	.19	2.95	2.44	.51	3.00	2.61	.39

*Discrepancy score is computed by subtracting the Actual Involvement score from the Desired Involvement score. Discrepancy values may range from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e. respondents believe that they are not as involved as they would like to be); a negative value indicates a state of "Decision Saturation" (i.e. respondents are involved more than they desire); while a zero indicates a state of "Decision Equilibrium" (i.e. respondents want neither more nor less involvement).

School B

(1979-1980 data)

Principal Leadership Assessment

Mean Scores for Scales, Item Mean Scores, and Scale Mean Scores and Ranks for Pod Teachers, Support Personnel, Allied Arts Teachers, and Total--Administered: 10/31/79

	Scale	Question	Pod Teachers			Support Personnel			Allied Arts			Total		
			Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank
1.	Support	01	3.05	3.28	2	3.43	3.62	2	3.25	3.38	2	3.19	3.38	2
		02	3.40			3.71			3.44			3.47		
		03	3.40			3.71			3.44			3.47		
2.	Goal Emphasis	04	3.45	3.15	3	3.71	3.52	3	3.50	3.13	3	3.51	3.20	3
		05	3.40			3.86			3.38			3.47		
		06	2.60			3.00			2.50			2.63		
3.	Work Facilitation	07	3.15	2.98	4	3.14	3.29	4	3.13	2.88	4	3.14	2.99	4
		08	2.80			3.43			2.63			2.84		
4.	Interaction Facilitation	09	3.50	3.53	1	3.71	3.86	1	3.50	3.47	1	3.54	3.56	1
		10	3.55			4.00			3.44			3.58		

School B
(1979-1980 data)

Principal Leadership Assessment
(Totals and Means for each pod, total pods, support personnel, specialists, and total school) Administered: 10/31/79

	Pods (by code)								Total Pods	Support Personnel	Allied Arts	Total School
	01	02	03	04	05	06	07	08				
Total on 10-item Principal Leadership Assessment (Highest possible = 40.00)	28.00	31.67	30.50	35.34	29.50	36.34	29.00	37.34	32.30	35.70	32.21	32.84
Mean Score (Highest possible = 4.00)	2.80	3.17	3.05	3.53	2.95	3.63	2.90	3.73	3.23	3.57	3.22	3.28

Scale

1.00 = No extent
2.00 = Little extent
3.00 = Some extent
4.00 = Great extent

School B

(1979-1980 data)

Job Satisfaction Survey

Mean Scores for Scales, Item Mean Scores, and Scale Mean Scores and Ranks for Pod Teachers, Support Personnel, Allied Arts Teachers, and Total

Administered: 10/31/79

	Scale	Question	Pod Teachers			Support Personnel			Allied Arts			Total		
			Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank
1.	Administration/ Supervision	05	3.14	3.25	4	3.00	3.52	4	2.88	3.07	7	3.01	3.28	4
		06	3.29			3.86			3.06			3.40		
		16	3.33			3.71			3.27			3.44		
2.	Co-Workers	01	3.24	3.24	5	3.57	3.62	3	3.44	3.34	2	3.42	3.40	3
		08	3.19			3.86			3.44			3.50		
		25	3.29			3.43			3.13			3.28		
3.	Career Future	03	2.67	3.05	6	2.71	3.00	5	3.06	3.10	5	2.81	2.92	7
		10	3.05			3.00			3.06			3.04		
		14	3.29			3.29			2.19			2.92		
4.	School Identification	07	3.81	3.45	2	4.00	3.67	2	3.63	3.32	3	3.81	3.48	2
		18	3.05			3.43			2.88			3.12		
		27	3.48			3.57			3.44			3.50		
5.	Financial Aspects	04	2.67	2.34	9	2.29	2.48	9	2.06	2.29	9	2.34	2.37	9
		19	1.91			2.57			2.06			2.18		
		24	2.43			2.57			2.75			2.58		
6.	Work Conditions	15	3.71	3.63	1	3.86	3.76	1	3.44	3.36	1	3.67	3.60	1
		20	3.62			3.57			3.25			3.48		
		22	3.75			3.86			3.38			3.66		
7.	Amount of Work	02	3.00	2.90	7	3.00	2.90	6	3.19	3.10	5	3.06	2.97	6
		17	2.76			2.71			3.06			2.84		
		23	2.95			3.00			3.06			3.00		
8.	Pupil-Teacher Relations	11	3.24	3.38	3	2.71	2.86	7	3.19	3.27	4	3.05	3.17	5
		13	3.57			2.86			3.31			3.25		
		21	3.33			3.00			3.31			3.21		
9.	Community Relations	09	2.62	2.48	8	2.71	2.62	8	3.06	3.06	8	2.80	2.72	8
		12	2.14			2.43			2.75			2.44		
		26	2.67			2.71			3.38			2.92		
	TOTALS		83.02			85.28			83.73			83.73		
	Mean		3.08			3.16			3.10			3.10		

SCALE - 1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

School B

(1979-1980 data)

Job Satisfaction Survey

(Totals and Means for Each Pod, Total Pods, Support Personnel, Allied Arts Teachers, and Total School) Administered: 10/31/79

	Pods (by code)								Total Pods	Support Personnel	Allied Arts	Total School
	01	02	03	04	05	06	07	08				
Total on 27-item Job Satisfaction Survey (Highest Possible = 108)	79.33	84.66	83.50	85.67	75.00	87.68	79.00	84.02	83.02	85.28	83.73	83.88
Mean Score (Highest possible = 4.00)	2.94	3.14	3.09	3.17	2.78	3.25	2.93	3.11	3.08	3.16	3.10	3.11

Scale

1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

School C

(1979-1980 Data)

Decision Involvement Analysis

Mean Scores for each item according to decisional issues and total for subject field areas and total school

Scores indicate responses to Desired Involvement (DI), Actual Involvement (AI), and Discrepancy (DIS).* Administered: 11/14/79

Scale	Item	Humanities			Math/Science			Vocational			PE & Driver Ed.			Others			Total		
		DI	AI	DIS*	DI	AI	DIS*	DI	AI	DIS*	DI	AI	DIS*	DI	AI	DIS*	DI	AI	DIS*
Technical Issues	01	4.00	4.00	0.00	3.88	3.88	0.00	3.77	3.62	.15	3.60	3.60	0.00	3.50	3.50	0.60	3.82	3.78	.04
	03	3.27	2.20	1.07	3.00	2.50	.50	3.15	3.62	.53	3.40	3.60	-0.20	2.75	2.25	.50	3.16	2.53	.63
	04	3.93	3.87	.06	3.88	3.88	0	3.46	2.92	.54	3.60	3.60	0	3.50	3.50	0	3.71	2.87	.84
	07	3.13	2.47	.66	2.00	3.00	-1.00	2.50	1.69	.81	3.25	2.75	.50	2.50	2.50	0	2.70	3.26	.34
	09	2.93	2.47	.46	2.38	2.88	-0.50	3.62	3.23	.39	3.80	3.20	.60	3.50	3.50	0	3.18	3.00	.18
	13	2.60	2.53	.07	3.25	2.75	.50	3.15	2.31	.84	3.40	3.00	.40	2.75	2.75	0	2.98	2.58	.40
	14	3.93	3.80	.13	3.75	3.62	.13	3.50	3.69	-0.19	3.60	3.20	.40	3.00	3.00	0	3.66	3.60	-0.06
	16	3.73	3.27	.46	3.75	3.37	.38	3.46	2.54	.92	3.60	3.20	.40	3.25	3.25	0	3.60	3.07	.53
	19	3.33	2.33	1.00	3.00	2.38	.62	2.92	1.46	1.46	3.20	2.00	1.20	3.75	3.75	0	3.18	2.18	1.00
Technical (Mean)		3.43	3.00	.43	3.21	3.14	.07	3.28	2.68	.60	3.49	3.13	.36	3.17	3.11	.06	3.25	2.88	.43
Managerial Issues	02	3.00	1.60	1.40	2.38	2.00	.38	2.54	1.77	.77	2.80	2.00	.80	3.25	2.25	1.00	2.76	1.82	.94
	05	2.87	2.00	.87	3.13	2.38	.75	2.85	1.77	1.08	3.00	3.00	0	3.00	3.00	0	2.93	2.20	.73
	06	2.80	1.60	.120	2.25	1.63	.62	2.46	1.31	1.15	3.00	2.60	.40	3.00	3.00	0	2.64	1.76	.88
	08	2.43	1.93	.50	3.00	2.38	.62	2.39	1.46	.93	2.80	2.60	.20	2.50	2.50	0	2.57	2.00	.57
	10	2.67	2.20	.47	2.88	2.00	.88	2.69	2.08	.61	3.20	3.00	.20	2.75	2.75	0	2.57	2.00	.57
	11	3.33	2.60	.73	2.75	2.37	.38	2.92	2.23	.69	3.00	2.60	.40	3.50	3.50	0	3.09	3.52	.56
	12	3.47	1.33	2.14	2.63	1.13	1.50	3.08	1.92	1.16	2.80	1.20	1.60	3.25	3.25	0	3.11	1.62	1.49
	15	2.87	2.20	.67	2.38	2.38	0	3.15	2.69	.46	3.40	2.20	1.20	3.00	3.00	0	2.93	2.44	.49
	17	3.14	1.53	1.61	2.13	1.25	.88	2.69	1.39	1.30	2.80	1.40	1.40	2.25	2.25	0	2.71	1.49	1.22
	18	2.73	2.60	.13	2.75	2.62	.13	3.00	2.23	.77	3.00	2.80	.20	3.25	3.25	0	2.89	2.58	.31
	20	3.00	1.33	1.67	2.38	1.25	1.13	2.92	1.46	1.46	3.00	2.00	1.00	3.50	3.25	.25	2.91	1.62	1.29
Managerial (Mean)		2.94	1.90	1.04	2.61	1.95	.66	2.79	1.85	.94	2.98	2.31	.67	3.02	2.91	.11	2.85	2.03	.82
TOTALS		63.16	47.86	15.30	57.55	49.65	7.90	60.22	44.39	15.83	64.25	53.55	10.70	61.75	60.00	1.75	61.31	48.30	13.07
Mean		3.16	2.39	.77	2.88	2.48	.40	3.01	2.22	.79	3.21	2.67	.54	3.09	3.00	.09	3.09	2.42	.65

*Discrepancy (DIS) score is computed by subtracting the Actual Involvement (AI) score from the Desired Involvement (DI). Discrepancies may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents feel that they are not as involved as they would like to be); a negative value indicates a state of "Decision Saturation" (i.e., respondents are more involved than they would like to be); while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

School C

(1979-1980 data)

Principal Leadership Assessment

Mean Scores for Scales, Item Mean Scores, and Scale Mean Scores according to Areas and Total

Administered: 11/14/79

Scale	Question	Humanities			Science/Math			Vocational			Others			Total		
		Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank	Item Mean	Scale Mean	Scale Rank
1. Support	01	3.86	3.55	2	3.86	3.67	1	3.44	3.26	1	3.60	3.60	2	3.71	3.50	1
	02	3.36			3.57			3.22			3.60			3.40		
	03	3.43			3.57			3.11			3.60			3.40		
2. Goal Emphasis	04	3.07	2.69	3	2.71	2.28	3	2.67	2.56	3	3.80	3.13	4	3.00	2.64	3
	05	2.93			2.57			2.78			2.80			2.80		
	06	2.08			1.57			2.22			2.80			2.12		
3. Work Facilitation	07	2.42	2.57	4	2.14	2.14	4	2.56	2.45	4	3.50	3.25	3	2.53	2.54	4
	08	2.71			2.14			2.33			3.00			2.54		
4. Interaction Facilitation	09	3.50	3.57	1	3.29	3.36	2	2.67	2.73	2	3.80	3.90	1	3.29	3.36	2
	10	3.64			3.43			2.78			4.00			3.43		

School C

(1979-1980 data)

Principal Leadership Assessment

(Totals and Means for each Area and Total School)
Administered: 11/14/79

	Humanities	Vocational	Science/Math	Others	Total
Total on 10-item Principal Leadership Assessment (Highest possible = 40.00)	31.00	27.80	28.90	34.50	30.20
Mean Score (Highest possible = 4.00)	3.10	2.78	2.89	3.45	3.02

Scale

1.00 = No extent
2.00 = Little extent
3.00 = Some extent
4.00 = Great extent

School C

(1979-1980 data)
Job Satisfaction Survey
Mean Scores for each item and scale, and scale ranks for teachers according to Areas and Total
Administered: 11/14/79

Scale	Question	Humanities Item Mean	Humanities Scale Mean	Humanities Scale Rank	Vocational Item Mean	Vocational Scale Mean	Vocational Scale Rank	Math/Science Item Mean	Math/Science Scale Mean	Math/Science Scale Rank	Others Item Mean	Others Scale Mean	Others Scale Rank	Total Item Mean	Total Scale Mean	Total Scale Rank
1. Administration/ Supervision	05	2.92	2.67	6	2.40	2.63	7	3.00	2.70	4	2.80	2.73	5	2.91	2.67	5
	06	2.62			2.90			2.67			2.80			2.59		
	16	2.46			2.60			2.43			2.60			2.51		
2. Co-Workers	01	2.62	2.74	4	2.90	2.87	3	2.57	2.76	3	3.00	3.07	1	2.74	2.83	4
	08	2.69			2.90			2.57			3.00			2.80		
	25	2.92			2.80			3.14			3.20			2.97		
3. Career Future	03	2.46	2.71	5	2.70	2.70	6	2.00	2.45	7	3.00	2.87	4	2.51	2.67	5
	10	2.69			2.50			2.33			2.60			2.56		
	14	3.19			2.90			3.00			3.00			2.96		
4. School Identification	07	2.62	3.03	2	2.30	2.73	5	2.29	2.67	5	2.80	3.00	2	2.49	2.87	3
	18	3.31			3.10			2.86			3.25			3.15		
	27	3.15			2.80			2.86			3.00			2.97		
5. Financial Aspects	04	1.92	2.08	7	2.40	2.40	8	2.00	2.10	9	2.00	2.00	9	2.09	2.16	8
	19	1.85			2.50			2.00			2.00			2.09		
	24	2.46			2.30			2.29			2.00			2.31		
6. Work Conditions	15	2.15	2.08	7	3.00	2.80	4	2.43	2.62	6	2.40	2.20	7	2.49	2.41	7
	20	1.92			2.80			2.57			2.00			2.31		
	22	2.23			3.00			2.86			2.20			2.57		
7. Amount of Work	02	3.08	2.85	3	3.20	2.97	2	3.00	2.95	1	3.00	2.64	6	3.09	2.88	2
	17	2.92			2.90			3.00			2.50			2.88		
	23	2.54			2.80			2.86			2.40			2.66		
8. Pupil-Teacher Relations	11	3.19	3.32	1	3.20	3.13	1	2.71	2.81	2	2.60	2.93	3	3.01	3.11	1
	13	3.62			3.40			3.14			3.40			3.43		
	21	3.15			2.80			2.57			2.80			2.89		
9. Community Relations	09	1.92	1.95	9	2.10	2.13	9	2.00	2.19	8	1.80	2.13	8	1.97	2.08	9
	12	1.85			2.10			2.00			2.00			1.97		
	26	2.08			2.20			2.57			2.60			2.34		
TOTALS		70.20			73.44			68.85			69.66			71.28		
Mean		2.60			2.72			2.55			2.58			2.64		

SCALE - 1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

School C

(1979-1980 data)

Job Satisfaction Survey

Totals and Means for each Area and for the Total School

Administered: 11/14/79

	Areas				Total School
	Humanities	Science/Math	Vocational	Others	
Total on 27-item Job Satisfaction Survey (Highest possible = 108)	70.20	68.85	73.44	69.66	71.28
Mean Score (Highest possible = 4.00)	2.60	2.55	2.72	2.58	2.64

SCALE

1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

School D

(1979-1980 data)
Decision Involvement Analysis
Mean Scores for each item according to Decisional Issues and Total for Alternative Programs and Total School
Scores indicate responses to Desired Involvement, Actual Involvement, and Discrepancy.* Administered: 10/31/79

Scale	Item	Traditional			PACE			STAE			Total School		
		Desired	Actual	Discrepancy*	Desired	Actual	Discrepancy*	Desired	Actual	Discrepancy*	Desired	Actual	Discrepancy*
Technical	01	3.61	3.39	.22	4.00	4.00	0	3.67	3.50	.17	3.66	3.48	.18
	03	2.95	2.11	.84	3.44	3.11	.33	3.17	2.83	.34	3.03	2.30	.73
	04	3.64	3.41	.23	4.00	3.61	.39	3.67	3.50	.17	3.69	3.44	.25
	07	2.67	1.93	.74	3.11	3.00	.11	3.17	2.50	.67	2.77	2.11	.66
	09	3.13	3.00	.13	3.11	2.66	.45	3.33	2.33	1.00	3.14	2.90	.24
	13	2.89	2.02	.87	3.44	2.66	.78	3.33	3.00	.33	3.00	2.18	.82
	14	3.64	3.48	.16	3.89	3.44	.45	3.67	3.33	.34	3.68	3.47	.21
	16	3.59	3.34	.25	3.78	3.44	.34	3.80	3.60	.20	3.63	3.37	.26
	19	3.21	2.11	1.10	2.89	2.33	.56	3.50	3.00	.50	3.20	2.21	.99
Mean (Technical)		3.26	2.75	.51	3.52	3.14	.38	3.48	3.07	.41	3.31	2.83	.48
Managerial	02	2.68	1.43	1.25	2.78	1.78	1.00	2.83	1.33	1.50	2.70	1.47	1.23
	05	2.75	1.82	.83	3.00	2.44	.56	3.17	2.00	1.17	2.82	1.92	.90
	06	2.79	1.61	1.18	2.89	1.44	1.45	3.17	1.67	1.50	2.83	1.59	1.24
	08	2.50	1.45	1.05	3.00	2.55	.45	3.17	2.17	1.00	2.62	1.65	.97
	10	2.54	1.75	.79	2.22	2.00	.22	3.00	1.83	1.17	2.54	1.79	.75
	11	2.86	2.09	.77	2.78	2.22	.56	3.17	2.33	.84	2.87	2.13	.74
	12	2.96	1.45	1.51	3.11	2.22	.89	3.33	1.00	2.33	3.01	1.51	.50
	15	2.91	2.16	.75	2.22	1.78	.44	2.67	1.83	.84	2.80	2.09	.71
	17	2.98	1.16	1.82	2.55	1.55	1.00	2.67	1.00	1.67	2.90	1.20	1.70
	18	2.63	1.54	1.09	3.00	2.55	.45	2.33	1.50	.83	2.65	1.66	.99
	20	2.89	1.32	1.57	2.22	1.89	.33	3.00	1.00	2.00	2.82	1.37	1.45
Mean (Managerial)		2.77	1.62	1.15	2.71	2.04	.67	2.96	1.61	1.35	2.78	1.67	1.11
TOTALS		59.82	42.57	17.25	61.43	50.68	10.75	63.82	45.25	18.57	60.36	43.84	16.52
Mean		2.99	2.13	.86	3.07	2.53	.54	3.19	2.26	.93	3.02	2.19	.83

*Discrepancy score is computed by subtracting the Actual Involvement score from the Desired Involvement score. Discrepancy may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents believe that they are not as involved as they would like to be), a negative value indicates a state of "Decision Saturation" (i.e., respondents are involved more than they desire), while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

School D
(1979-1980 Data)
Principal Leadership Assessment

Mean Scores for Scales, Item Mean Scales, and Scale Ranks for each Alternative Program and Total School
Administered: 10/31/79

Scale	Question	Traditional			STAE			PACE			Total		
		Item Mean	Scale Mean	Rank	Item Mean	Scale Mean	Rank	Item Mean	Scale Mean	Rank	Item Mean	Scale Mean	Rank
1. Support	01	3.65	3.32	1	3.78	3.63	1	3.67	3.28	1	3.67	3.34	1
	02	3.16			3.56			3.00			3.20		
	03	3.14			3.56			3.17			3.20		
2. Goal Emphasis	04	3.02	2.53	3	3.11	2.63	3	3.00	2.44	3	3.03	2.52	3
	05	2.70			2.89			2.50			2.70		
	06	1.89			1.89			1.83			1.87		
3. Work Facilitation	07	1.95	1.94	4	2.22	2.22	4	2.00	1.92	4	1.99	1.97	4
	08	1.93			2.22			1.83			1.96		
4. Interaction Facilitation	09	2.59	2.59	2	3.00	2.83	2	2.83	2.75	2	2.66	2.63	2
	10	2.59			2.67			2.67			2.61		
TOTALS		26.60			28.90			26.50			26.59		
Mean		2.66			2.89			2.65			2.69		

School D

(1979-1980 data)
Principal Leadership Assessment

Totals and Mean Scores for each Alternative Program and Total School
Administered: 10/31/79

	Traditional	STAE	PACE	Total
Total on 10 item Leadership Assessment (Highest possible= 40.00)	26.60	28.90	26.50	26.90
Mean Score (Highest possible= 4.00)	2.66	2.89	2.65	2.69

SCALE

1.00 = No extent
2.00 = Little extent
3.00 = Some extent
4.00 = Great extent

School D

(1979-1980 data)
Job Satisfaction Survey

Mean Scores for Scales, Item Mean Scores, and Scale Ranks for each Alternative Program, and Total
Administered: 10/31/79

Scale	Question	Traditional Item Mean	Traditional Scale Mean	Traditional Rank	STAE Item Mean	STAE Scale Mean	STAE Rank	PACE Item Mean	PACE Scale Mean	PACE Rank	Total Item Mean	Total Scale Mean	Total Rank
1. Administration/ Supervision	05	2.61	2.57	5	2.33	2.47	6	3.00	2.83	2	2.63	2.59	5
	06	2.53			2.50			2.88			2.56		
	16	2.56			2.60			2.63			2.57		
2. Co-Workers	01	2.55	2.73	2	2.83	3.06	1	2.63	2.83	2	2.58	2.77	2
	08	2.71			3.17			2.88			2.77		
	25	2.92			3.17			3.00			2.96		
3. Career Future	03	2.55	2.62	4	2.33	2.50	5	2.88	2.79	4	2.56	2.63	4
	10	2.65			2.50			2.63			2.64		
	14	2.66			2.67			2.88			2.69		
4. School Identification	07	2.89	2.65	3	3.00	2.65	4	2.88	2.67	5	2.89	2.66	3
	18	2.46			2.17			2.50			2.44		
	27	2.63			2.80			2.63			2.64		
5. Financial Aspects	04	1.93	1.98	9	1.50	1.83	9	2.25	2.29	8	1.93	2.00	9
	19	1.86			1.50			2.13			1.86		
	24	2.16			2.50			2.50			2.23		
6. Work Conditions	15	1.93	2.17	8	1.33	2.00	8	2.00	2.46	7	1.89	2.19	8
	20	1.86			1.50			2.25			1.87		
	22	2.71			3.17			3.13			2.80		
7. Amount of Work	02	2.34	2.37	6	3.33	2.93	3	3.00	2.67	5	2.46	2.45	6
	17	2.46			2.67			2.63			2.50		
	23	2.36			2.83			2.38			2.41		
8. Pupil-Teacher Relations	11	2.88	2.98	1	2.67	3.06	1	2.88	3.00		2.86	2.99	1
	13	3.25			3.50			3.25			3.27		
	21	2.80			3.00			2.88			2.83		
9. Community Relations	09	2.35	2.22	7	2.33	2.11	7	2.13	2.21	9	2.32	2.21	7
	12	1.95			1.67			1.88			1.91		
	26	2.38			2.33			2.63			2.40		
TOTALS		66.96			67.77			71.28			67.77		
Mean		2.48			2.51			2.64			2.51		

School D

(1979-1980 data)
Job Satisfaction Survey

Totals and Mean Scores for each Alternative Program and Total School
Administered: 10/31/79

	Traditional	STAE	PACE	Total
Total on 27 item Job Satisfaction Survey (Highest possible = 108)	66.96	67.77	71.28	67.77
Mean Score (Highest possible = 4.00)	2.48	2.51	2.64	2.51

SCALE

1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

APPENDIX E

RESULTS SENT TO INDIVIDUAL STAFF

MEMBERS FOR THE DECISION INVOLVEMENT

ANALYSIS - 1979

June 2, 1980

Dear Colleague:

Last Friday we concluded our visits to the schools with which we have been working. Thank you sincerely for your willing cooperation with us during our two visits. They were worthwhile experiences indeed, due largely to the time allowed us so readily by school staff. Your professional support and personal friendship are greatly appreciated. We were glad to be able to interview a large number of teachers at your school during the project, but we are conscious that not all staff could be included because of the limited time available to us and the nature of the study design. However, the opportunity for you to participate in the Decision Involvement Analysis Questionnaire to be administered again in October-November this year will ensure continuing input from all teachers. Some teachers have expressed an interest in outcomes of the questionnaire administered in October-November 1979. A copy is attached for you.

It is intended that the findings of the studies will be made available to your school when they are published as Technical Reports in the spring of 1981. These findings will include decision making and leadership factors at schoolwide and departmental levels in secondary schools.

It has been a pleasure to work with you in your school. Thanks again for your kind assistance.

Cordially yours,

Robb Rankin

Robb Rankin
Project Assistant

Jeff Dunstan
Project Assistant

Enclosures

School A
DECISION INVOLVEMENT ANALYSIS

INSTRUCTIONAL ISSUES	Desired Involvement	Actual Involvement	Discrepancy *	Interest	Expertise
Specifying the learning objectives for each unit of instruction.	3.62	3.33	.29	3.64	3.44
Developing procedures for reporting student progress to parents.	3.35	3.02	.33	3.44	2.94
Developing procedures for assessing student achievement in your subjects or courses.	3.79	3.35	.44	3.68	3.24
Assigning students to instructional groups within your team or department.	3.44	2.85	.59	3.38	3.16
Preparing the budget for your subject department or instructional team.	2.83	1.92	.91	2.92	2.32
Planning student record-keeping procedures and practices.	3.17	2.67	.50	3.14	2.86
Selecting textbooks and other instructional materials.	3.37	2.75	.62	3.36	2.96
Determining grading procedures for evaluating the progress of your students.	3.67	3.17	.50	3.60	3.32
Evaluating how well your subject department or team is operating.	3.33	2.65	.68	3.33	2.96
INSTRUCTIONAL AVERAGES	3.40	2.86	.54	3.39	3.02

(All scores are based on a four point scale : None = 1 Little = 2 Some = 3 Great = 4)

MANAGERIAL ISSUES					
Determining the administrative and organizational structure of your school.	2.81	1.92	.89	2.90	2.36
Establishing disciplinary policies in your school.	3.33	2.29	1.04	3.41	2.84
Developing inservice programs for teachers in your school.	2.85	1.73	1.12	2.72	2.24
Planning the student advisory program in your school.	2.87	1.89	.98	2.64	2.18
Resolving problems or issues in school-community relations.	2.69	1.89	.80	2.74	2.28
Setting and revising the goals of your school.	3.02	2.33	.69	3.14	2.54
Determining the procedures to be used for the evaluation of teachers.	2.64	1.17	1.47	2.94	2.32
Allocating materials and equipment to subject departments or teams.	2.87	2.06	.81	2.78	2.52
Selecting department chairpersons or team leaders.	2.80	1.61	1.19	2.92	2.61
Developing procedures for involving parents in planning the student's learning program.	2.81	1.90	.91	2.78	2.30
Hiring a new faculty member to teach in your subject department or instructional team.	2.62	1.10	1.52	2.80	2.46
MANAGERIAL AVERAGES	2.85	1.81	1.04	2.89	2.42

*Discrepancy (DIS) score is computed by subtracting the Actual Involvement (AI) score from the Desired Involvement (DI). Discrepancies may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents feel that they are not as involved as they would like to be); a negative value indicates a state of "Decision Saturation" (i.e., respondents are more involved than they would like to be); while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

SCHOOL A

PRINCIPAL LEADERSHIP ASSESSMENT

SCALE	QUESTION	ITEM AVERAGE	RANK
Support	To what extent is your principal friendly and easy to approach ?	3.75	
	When you talk to your principal to what extent does he/she pay attention to what you are saying ?	3.62	1
	To what extent is your principal willing to listen to your problems ?	3.66	
Goal Emphasis	To what extent does your principal encourage people to give their best effort ?	3.43	
	To what extent does your principal maintain high standards of performance ?	3.20	4
	To what extent does your principal show you how to improve your performance ?	2.68	
Work Facilitation	To what extent does your principal provide the help you need so that you can schedule work ahead of time ?	3.15	3
	To what extent does your principal offer new ideas for solving job-related problems ?	3.41	
Interaction Facilitation	To what extent does your principal encourage the persons who work for him/her to work as a team ?	3.58	2
	To what extent does your principal encourage people who work for him/her to exchange opinions and ideas ?	3.62	

Scale : 1.00 = No Extent
2.00 = Little Extent
3.00 = Some Extent
4.00 = Great Extent

TOTAL AVERAGE 3.45

SCHOOL A

JOB SATISFACTION SURVEY

How satisfied are you with:	131 Building Average	Rank
Administration/Supervision	3.21	1
the opportunities provided to discuss problems with building administrators?	3.15	
the trust you have in your building administrators?	3.15	
the professional competence and leadership of your building administrators?	3.33	
Amount of Work	2.91	4
the number of students for whom you are responsible?	2.65	
the number of courses for which you must prepare?	3.02	
the amount of work you are expected to do?	3.06	
Career Future	2.66	7
your opportunities for growth in your profession?	2.69	
your future in the school district?	2.41	
the opportunities that you have to develop your areas of special interest?	2.88	
Community Relations	2.12	9
the understanding of your school's program by parents and the community?	2.47	
the extent to which the community recognizes and appreciates its educators?	1.73	
the community's involvement in your school's program?	2.17	
Co-Workers	3.01	3
the amount of work done by other teachers in your school?	2.86	
the quality of work of other teachers in your school?	2.93	
the personal and social relationships you have with other teachers?	3.23	
Financial Aspects	2.21	8
the amount of money you make?	2.06	
the salary schedule in your school district?	2.06	
the fringe benefits in your school district?	2.50	
Pupil-Teacher Relations	2.81	5
the extent to which you are able to meet your student's affective needs?	2.71	
the quality of your interactions with your students?	3.04	
the extent to which you are able to meet your student's academic needs?	2.69	
School Identification	3.02	2
the general reputation of your school?	2.96	
your awareness of what is "going on" in your school?	3.06	
the goals and objectives emphasized by your school?	3.04	
Work Conditions	2.78	6
the physical facilities of your school?	2.73	
the arrangement of space and equipment in your school?	2.66	
the availibility of appropriate instructional materials and equipment?	2.94	

*All Averages are based on a four point scale :

1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

School B

DECISION INVOLVEMENT ANALYSIS

INSTRUCTIONAL ISSUES	Desired Involvement	Actual Involvement	Discrepancy *	Interest	Expertise
Specifying the learning objectives for each unit of instruction.	3.58	3.33	.25	3.52	3.55
Developing procedures for reporting student progress to parents.	3.29	3.22	.07	3.34	3.05
Developing procedures for assessing student achievement in your subjects or courses.	3.67	3.58	.09	3.66	3.50
Assigning students to instructional groups within your team or department.	3.36	3.18	.18	3.27	3.13
Preparing the budget for your subject department or instructional team.	3.18	2.67	.51	3.16	2.86
Planning student record-keeping procedures and practices.	3.22	3.09	.13	3.23	3.23
Selecting textbooks and other instructional materials.	3.53	3.33	.20	3.55	3.36
Determining grading procedures for evaluating the progress of your students.	3.40	3.00	.40	3.59	3.14
Evaluating how well your subject department or team is operating.	3.24	2.91	.33	3.48	3.14
INSTRUCTIONAL AVERAGES	3.39	3.15	.24	3.42	3.22

(All scores are based on a four point scale : None = 1 Little = 2 Some = 3 Great = 4

MANAGERIAL ISSUES					
Determining the administrative and organizational structure of your school.	2.53	2.18	.35	2.50	2.32
Establishing disciplinary policies in your school.	2.82	2.48	.34	2.84	2.68
Developing inservice programs for teachers in your school.	2.67	2.24	.43	2.57	2.43
Planning the student advisory program in your school.	2.87	2.69	.18	2.71	2.57
Resolving problems or issues in school-community relations.	2.61	2.11	.50	2.73	2.39
Setting and revising the goals of your school.	2.73	2.29	.44	2.93	2.73
Determining the procedures to be used for the evaluation of teachers.	2.73	1.56	1.17	3.05	2.52
Allocating materials and equipment to subject departments or teams.	2.50	2.20	.36	2.64	2.61
Selecting department chairpersons or team leaders.	2.00	1.57	.43	1.95	2.29
Developing procedures for involving parents in planning the student's learning program.	2.78	2.49	.29	2.86	2.50
Hiring a new faculty member to teach in your subject department or instructional team.	3.18	2.13	1.05	3.46	3.05
MANAGERIAL AVERAGES	2.68	2.18	.50	2.75	2.55

*Discrepancy (DIS) score is computed by subtracting the Actual Involvement (AI) score from the Desired Involvement (DI). Discrepancies may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents feel that they are not as involved as they would like to be), a negative value indicates a state of "Decision Saturation" (i.e., respondents are more involved than they would like to be); while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

SCHOOL B

PRINCIPAL LEADERSHIP ASSESSMENT

SCALE	QUESTION	ITEM AVERAGE	RANK
Support	To what extent is your principal friendly and easy to approach ?	3.19	2
	When you talk to your principal to what extent does he/she pay attention to what you are saying ?	3.47	
	To what extent is your principal willing to listen to your problems ?	3.47	
Goal Emphasis	To what extent does your principal encourage people to give their best effort ?	3.51	3
	To what extent does your principal maintain high standards of performance ?	3.47	
	To what extent does your principal show you how to improve your performance ?	2.63	
Work Facilitation	To what extent does your principal provide the help you need so that you can schedule work ahead of time ?	3.14	4
	To what extent does your principal offer new ideas for solving job-related problems ?	2.84	
Interaction Facilitation	To what extent does your principal encourage the persons who work for him/her to work as a team ?	3.54	1
	To what extent does your principal encourage people who work for him/her to exchange opinions and ideas ?	3.58	

Scale :
1.00 No Extent
2.00 Little Extent
3.00 Some Extent
4.00 Great Extent

TOTAL AVERAGE 3.28

133

SCHOOL B

JOB SATISFACTION SURVEY

How satisfied are you with:	Building Average	Rank
Administration/Supervision	3.28	4
the opportunities provided to discuss problems with building administrators?	3.01	
the trust you have in your building administrators?	3.40	
the professional competence and leadership of your building administrators?	3.44	
Amount of Work	2.97	6
the number of students for whom you are responsible?	3.06	
the number of courses for which you must prepare?	2.84	
the amount of work you are expected to do?	3.00	
Career Future	2.92	7
your opportunities for growth in your profession?	2.81	
your future in the school district?	3.04	
the opportunities that you have to develop your areas of special interest?	2.92	
Community Relations	2.72	8
the understanding of your school's program by parents and the community?	2.80	
the extent to which the community recognizes and appreciates its educators?	2.44	
the community's involvement in your school's program?	2.92	
Co-Workers	3.40	3
the amount of work done by other teachers in your school?	3.42	
the quality of work of other teachers in your school?	3.50	
the personal and social relationships you have with other teachers?	3.28	
Financial Aspects	2.37	9
the amount of money you make?	2.34	
the salary schedule in your school district?	2.18	
the fringe benefits in your school district?	2.58	
Pupil-Teacher Relations	3.17	5
the extent to which you are able to meet your student's affective needs?	3.05	
the quality of your interactions with your students?	3.25	
the extent to which you are able to meet your student's academic needs?	3.21	
School Identification	3.48	2
the general reputation of your school?	3.81	
your awareness of what is "going on" in your school?	3.12	
the goals and objectives emphasized by your school?	3.50	
Work Conditions	3.60	1
the physical facilities of your school?	3.67	
the arrangement of space and equipment in your school?	3.48	
the availibility of appropriate instructional materials and equipment?	3.66	

* All Averages are based on a four point scale : 1.00 Very Dissatisfied
2.00 Dissatisfied
3.00 Satisfied
4.00 Very Satisfied

SCHOOL C

DECISION INVOLVEMENT ANALYSIS

INSTRUCTIONAL ISSUES	Desired Involvement	Actual Involvement	Discrepancy *	Interest	Expertise
Specifying the learning objectives for each unit of instruction.	3.82	3.78	.04	3.73	3.66
Developing procedures for reporting student progress to parents.	3.16	2.53	.63	3.14	3.11
Developing procedures for assessing student achievement in your subjects or courses.	3.71	2.87	.84	3.61	3.43
Assigning students to instructional groups within your team or department.	2.70	3.26	.34	3.09	3.02
Preparing the budget for your subject department or instructional team.	3.18	3.00	.18	3.21	2.84
Planning student record-keeping procedures and practices.	2.98	2.58	.40	3.09	3.00
Selecting textbooks and other instructional materials.	3.66	3.60	-0.06	3.50	3.27
Determining grading procedures for evaluating the progress of your students.	3.60	3.07	.53	3.55	3.46
Evaluating how well your subject department or team is operating.	3.18	2.18	1.00	3.41	3.14
INSTRUCTIONAL AVERAGES	3.25	2.88	.43	3.37	3.21

(All scores are based on a four-point scale : None = 1 Little = 2 Some = 3 Great = 4)

MANAGERIAL ISSUES					
Determining the administrative and organizational structure of your school.	2.76	1.82	.94	2.91	2.52
Establishing disciplinary policies in your school.	2.93	2.20	.73	3.02	2.64
Developing inservice programs for teachers in your school.	2.64	1.76	.88	2.67	2.69
Planning the student advisory program in your school.	2.57	2.00	.57	2.71	2.55
Resolving problems or issues in school-community relations.	2.57	2.00	.57	2.80	2.68
Setting and revising the goals of your school.	3.09	3.52	.56	3.02	2.82
Determining the procedures to be used for the evaluation of teachers.	3.11	1.62	1.49	3.23	2.80
Allocating materials and equipment to subject departments or teams.	2.93	2.44	.49	2.75	2.67
Selecting department chairpersons or team leaders.	2.71	1.49	1.22	3.14	2.81
Developing procedures for involving parents in planning the student's learning program.	2.89	2.58	.31	2.84	2.77
Hiring a new faculty member to teach in your subject department or instructional team.	2.91	1.62	1.29	3.27	3.00
MANAGERIAL AVERAGES				2.94	2.72

*Discrepancy (DIS) score is computed by subtracting the Actual Involvement (AI) score from the Desired Involvement (DI). Discrepancies may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents feel that they are not as involved as they would like to be); a negative value indicates a state of "Decision Saturation" (i.e., respondents are more involved than they would like to be); while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

SCHOOL C

PRINCIPAL LEADERSHIP ASSESSMENT

SCALE	QUESTION	ITEM AVERAGE	RANK
Support	To what extent is your principal friendly and easy to approach ?	3.71	
	When you talk to your principal to what extent does he/she pay attention to what you are saying ?	3.40	1
	To what extent is your principal willing to listen to your problems ?	3.40	
Goal Emphasis	To what extent does your principal encourage people to give their best effort ?	3.00	
	To what extent does your principal maintain high standards of performance ?	2.80	3
	To what extent does your principal show you how to improve your performance ?	2.12	
Work Facilitation	To what extent does your principal provide the help you need so that you can schedule work ahead of time ?	2.53	4
	To what extent does your principal offer new ideas for solving job-related problems ?	2.54	
Interaction Facilitation	To what extent does your principal encourage the persons who work for him/her to work as a team ?	3.29	2
	To what extent does your principal encourage people who work for him/her to exchange opinions and ideas ?	3.43	

Scale : 1.00 = No Extent
2.00 = Little Extent
3.00 = Some Extent
4.00 = Great Extent

TOTAL AVERAGE 3.02

SCHOOL C

JOB SATISFACTION SURVEY

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How satisfied are you with:	Building Average	Rank
Administration/Supervision	2.67	5
the opportunities provided to discuss problems with building administrators?	2.91	
the trust you have in your building administrators?	2.59	
the professional competence and leadership of your building administrators?	2.51	
Amount of Work	2.88	2
the number of students for whom you are responsible?	3.09	
the number of courses for which you must prepare?	2.88	
the amount of work you are expected to do?	2.66	
Career Future	2.67	5
your opportunities for growth in your profession?	2.51	
your future in the school district?	2.56	
the opportunities that you have to develop your areas of special interest?	2.96	
Community Relations	2.08	9
the understanding of your school's program by parents and the community?	1.97	
the extent to which the community recognizes and appreciates its educators?	1.97	
the community's involvement in your school's program?	2.34	
Co-Workers	2.83	4
the amount of work done by other teachers in your school?	2.74	
the quality of work of other teachers in your school?	2.80	
the personal and social relationships you have with other teachers?	2.97	
Financial Aspects	2.16	8
the amount of money you make?	2.09	
the salary schedule in your school district?	2.09	
the fringe benefits in your school district?	2.31	
Pupil-Teacher Relations	3.11	1
the extent to which you are able to meet your student's affective needs?	3.01	
the quality of your interactions with your students?	3.43	
the extent to which you are able to meet your student's academic needs?	2.89	
School Identification	2.87	3
the general reputation of your school?	2.49	
your awareness of what is "going on" in your school?	3.15	
the goals and objectives emphasized by your school?	2.97	
Work Conditions	2.41	7
the physical facilities of your school?	2.49	
the arrangement of space and equipment in your school?	2.31	
the availibility of appropriate instructional materials and equipment?	2.57	

* All Averages are based on a four-point scale : 1.00 = Very Dissatisfied
2.00 = Dissatisfied
3.00 = Satisfied
4.00 = Very Satisfied

SCHOOL D
DECISION INVOLVEMENT ANALYSIS

INSTRUCTIONAL ISSUES	Desired Involvement	Actual Involvement	Discrepancy *	Interest	Expertise
Specifying the learning objectives for each unit of instruction.	3.66	3.48	.18	3.49	3.33
Developing procedures for reporting student progress to parents.	3.03	2.30	.73	3.00	2.88
Developing procedures for assessing student achievement in your subjects or courses.	3.69	3.44	.25	2.55	2.21
Assigning students to instructional groups within your team or department.	2.77	2.11	.66	2.87	2.70
Preparing the budget for your subject department or instructional team.	3.14	2.90	.24	3.19	3.00
Planning student record-keeping procedures and practices.	3.00	2.18	.82	2.65	2.61
Selecting textbooks and other instructional materials.	3.68	3.47	.21	3.54	3.28
Determining grading procedures for evaluating the progress of your students.	3.63	3.37	.26	3.55	3.38
Evaluating how well your subject department or team is operating.	3.20	2.21	.99	3.23	2.80
INSTRUCTIONAL AVERAGES	3.31	2.83	.48	3.23	3.04

(All scores are based on a four point scale: None=1 Little = 2 Some =3 Great = 4)

MANAGERIAL ISSUES					
Determining the administrative and organizational structure of your school.	2.70	1.47	1.23	2.66	2.19
Establishing disciplinary policies in your school.	2.82	1.92	.90	2.79	2.43
Developing inservice programs for teachers in your school.	2.83	1.59	1.24	2.55	2.21
Planning the student advisory program in your school.	2.62	1.65	.97	2.30	2.25
Resolving problems or issues in school-community relations.	2.54	1.79	.75	2.34	2.19
Setting and revising the goals of your school.	2.87	2.13	.74	2.61	2.43
Determining the procedures to be used for the evaluation of teachers.	3.01	1.51	.50	3.15	2.55
Allocating materials and equipment to subject departments or teams.	2.80	2.09	.71	2.69	2.45
Selecting department chairpersons or team leaders.	2.90	1.20	1.70	3.05	2.68
Developing procedures for involving parents in planning the student's learning program.	2.65	1.66	.99	2.55	2.31
Hiring a new faculty member to teach in your subject department or instructional team.	2.82	1.37	1.45	3.08	2.67
MANAGERIAL AVERAGES	2.78	1.67	1.11	2.71	2.40

*Discrepancy (DIS) score is computed by subtracting the Actual Involvement (AI) score from the Desired Involvement (DI). Discrepancies may range in value from +3.00 to -3.00. A positive value indicates a state of "Decision Deprivation" (i.e., respondents feel that they are not as involved as they would like to be); a negative value indicates a state of "Decision Saturation" (i.e., respondents are more involved than they would like to be); while a zero indicates a state of "Decision Equilibrium" (i.e., respondents want neither more nor less involvement).

SCHOOL D

PRINCIPAL LEADERSHIP ASSESSMENT

SCALE	QUESTION	ITEM AVERAGE	RANK
Support	To what extent is your principal friendly and easy to approach ?	3.67	
	When you talk to your principal to what extent does he/she pay attention to what you are saying ?	3.20	1
	To what extent is your principal willing to listen to your problems ?	3.20	
Goal Emphasis	To what extent does your principal encourage people to give their best effort ?	3.03	
	To what extent does your principal maintain high standards of performance ?	2.70	3
	To what extent does your principal show you how to improve your performance ?	1.87	
Work Facilitation	To what extent does your principal provide the help you need so that you can schedule work ahead of time ?	1.99	4
	To what extent does your principal offer new ideas for solving job-related problems ?	1.96	
Interaction Facilitation	To what extent does your principal encourage the persons who work for him/her to work as a team ?	2.66	2
	To what extent does your principal encourage people who work for him/her to exchange opinions and ideas ?	2.61	
	TOTAL AVERAGE	2.69	139

SCHOOL D

JOB SATISFACTION SURVEY

How satisfied are you with:	Building Average	Rank
Administration/Supervision	2.59	5
the opportunities provided to discuss problems with building administrators?	2.63	
the trust you have in your building administrators?	2.56	
the professional competence and leadership of your building administrators?	2.57	
Amount of Work	2.45	6
the number of students for whom you are responsible?	2.46	
the number of courses for which you must prepare?	2.50	
the amount of work you are expected to do?	2.41	
Career Future	2.63	4
your opportunities for growth in your profession?	2.56	
your future in the school district?	2.64	
the opportunities that you have to develop your areas of special interest?	2.69	
Community Relations	2.21	7
the understanding of your school's program by parents and the community?	2.32	
the extent to which the community recognizes and appreciates its educators?	1.91	
the community's involvement in your school's program?	2.40	
Co-Workers	2.77	2
the amount of work done by other teachers in your school?	2.58	
the quality of work of other teachers in your school?	2.77	
the personal and social relationships you have with other teachers?	2.96	
Financial Aspects	2.00	9
the amount of money you make?	1.93	
the salary schedule in your school district?	1.86	
the fringe benefits in your school district?	2.23	
Pupil-Teacher Relations	2.99	1
the extent to which you are able to meet your student's affective needs?	2.86	
the quality of your interactions with your students?	3.27	
the extent to which you are able to meet your student's academic needs?	2.83	
School Identification	2.66	3
the general reputation of your school?	2.89	
your awareness of what is "going on" in your school?	2.44	
the goals and objectives emphasized by your school?	2.64	
Work Conditions	2.19	8
the physical facilities of your school?	1.89	
the arrangement of space and equipment in your school?	1.87	
the availibility of appropriate instructional materials and equipment?	2.80	

* All averages are based on a four-point scale :
1 - Very dissatisfied
2 - Dissatisfied
3 - Satisfied
4 - Very satisfied

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